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ABSTRACT

The establishment of Green River Community College's Education and Training Center as a permanent anchor tenant in the Kent Business Incubator required the college to develop a comprehensive business plan and needs assessment survey. College and community leaders identified the role and services of the educational tenant, leading to the development of a mission statement and comprehensive business plan. A training needs assessment questionnaire was designed to survey more than 300 businesses in the area. As a result of these activities, the college convinced the State Board for Community College Education to fund leased space in the Incubator. The plan launched a new extension of the college that will specialize in custom-designed training. A marketing plan for the new Education and Training Center resulted in the creation of a new logo, the preparation of a budget, and development of architectural drawings that identify classrooms, offices, and video and computer areas. The needs assessment questionnaire has provided the college with new insight into the structure and composition of area businesses, current education and training practices, sources of training, training formats, and specific subject areas where training is needed. The college was able to establish nontraditional, results-oriented education extension capable of delivering high quality, cost-effective, customized education and training programs tailored to the special needs of businesses and individuals. (Appendixes, which comprise 90 percent of the document, include a slide script, the business plan for 1986-87, the presentation to the State Board, and a copy of the survey.) (KC)

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FINAL REPORT

Project Number 86-BXA(056)NB

SMALL BUSINESS INCUBATOR EDUCATIONAL DEVELOPMENT PROGRAM

EDUCATION & TRAINING CENTER

Exemplary Project in Vocational Education
Conducted Under
Public Law 94-482

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Dr. Harold W. Taylor, Project Director

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December 10, 1986

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PROJECT SUMMARY

PROJECT OBJECTIVES:

The establishment of Green River Community College's Education & Training Center as a permanent anchor tenant in the Kent Business Incubator required the college to develop a comprehensive business plan and needs assessment survey.

PROJECT ACTIVITIES:

The activities started with a series of interviews with college and community leaders to identify the role and services of the educational tenant. This lead to the development of a mission statement and comprehensive Business Plan that identified the following: Purpose and Mission; Functions and Services; Operations; Staffing; Contracting Procedures; Sales and Marketing Plan; Support for the Kent Business Development Center; and Action Plan and Timetable.

To develop a precise understanding of individual and community needs, a thorough Training Needs Assessment Questionnaire requesting more than 160 responses was designed to enable the Education & Training Center to survey over 300 businesses in the community college district. The design of the questionnaire allows for statistical tabulation and analysis of the results.

RESULTS AND ACCOMPLISHMENTS:

The development of the comprehensive Business Plan enabled the college to present a strong argument before the State Board for Community College Education urging their funding support for leasing space in the Incubator. The plan launched the creation of a new extension of the college that will specialize in custom designed training. A marketing plan for the new Education & Training Center has resulted in the creation of a new logo, the preparation of a budget, the development of architectural drawings that identify classrooms, offices, video and computer areas.

The Needs Assessment Questionnaire has provided the college with new insight into the structure and composition of area businesses, current education and training practices, sources of training, training formats, and specific subject areas where training is needed. The Education & Training Center is able to utilize the questionnaire responses to project both present and future training needs in the communities which the college serves.

CONCLUSIONS:

The CVE grant made it possible for the college to establish the groundwork for building a non-traditional, results-

oriented education extension capable of delivering quality, cost-effective, custom education and training programs tailored to the special needs of businesses and individuals.

STATEMENT OF PROBLEM

Green River Community College is the designated provider of post-secondary education for a district that includes the City of Kent and a major portion of the Green River Valley. The Kent area had been projected to be the site of strong growth in population as well as business and industrial development in the next decade. This growth came to a virtual standstill in 1982. The recession cut deeply into business activity; developers could not get economic rents to support building new facilities; and there were four million square feet of vacant space on the market.

As market momentum dropped away, developers moved north to Bellevue and Redmond to serve a relatively small but growing high-tech market as well as a suburban office market that was holding together despite the recession and over-building. Developer surveys began to question and challenge the possibilities for diversified growth in the Valley. The City of Kent was already concerned about diversification. Surveys conducted by Upland Corporation, a division of Union Pacific, in 1985 demonstrated that there were opportunities for continued business growth in virtually all areas of the Valley. The research indicated that there were many advantages for growth in this area and that many of the disadvantages could be overcome with careful planning and marketing efforts. Their survey indicated that most of the opportunity for growth was with existing businesses which already made the decision to locate in the area, as well as with their spin-off organizations.

Publicity on these surveys had a significant impact on both the public and private sectors of the community. It reinforced the City of Kent's desire to diversify, to work with the great number of businesses already in the Valley and to attract new businesses that would help provide a stronger employment base.

The question was raised as to where the City of Kent was going -- not only in its private development objectives, but also as a community?

As part of their future development plans, the Kent area voiced significant support for more educational opportunities in their community. In its comprehensive plan, the Kent City Council stated as its goal to "encourage and support full educational opportunities for Kent residents of all ages, at a level commensurate with their abilities, desires and

needs." The Kent Chamber of Commerce also expressed strong commitment that would include training for new business owners and their employees. The Kent Economic Development Council expressed their interest in educational programs which would enhance the attractiveness of Kent to new businesses and industries.

To rekindle new business growth and development in the area, the City of Kent, the Kent Chamber of Commerce and the Kent Economic Development Council joined together to begin a major effort to encourage economic expansion in the Valley. New businesses and newly established firms would be instrumental in providing the vast majority of new jobs for the growing population projected in the coming decade. At the same time, these groups recognized that new firms must have a higher success rate than new businesses nationally if their economic development efforts were going to have an impact on the area.

One of the vehicles identified for assisting new businesses succeed was to establish a business support system in the community called a "business incubator." A business incubator provides an environment and support system that encourages new business development while minimizing many of the hazards contributing to the high new business failure rate, currently estimated at 80% nationally.

The problem and challenge facing the Green River Valley in general, and the Kent area specifically, was how to establish an effective incubator program and business development plan that will attract new businesses and jobs to the community while ensuring a high success rate for these new firms.

National studies and research indicated that educational programs and strong support services were the keys to successful business incubators. Communities that have established effective incubators have turned to their local colleges and universities for training, education and support services to insure a higher degree of new business success.

Green River Community College joined forces with the City of Kent, the Kent Chamber of Commerce and the Economic Development Council to provide the educational support arm of the incubator program for the Valley's economic diversification efforts.

To develop the quality and type of educational and training support needed for such a project, Green River Community College applied for a preliminary planning and development grant from the Washington State Commission for Vocational Education. It was this grant that allowed the college to prepare the initial plans for the establishment of the Education & Training Center which will serve as one of the key anchor tenants in the new incubator facility when it is opened in 1987.

PROJECT OBJECTIVES

As early as June 1985, Green River Community College became involved in the initial plans for a business incubator in Kent by attending a Small Business Incubator Conference in Spokane, Washington. The conference included a slate of national and regional incubator practitioners. Through this conference, a preliminary planning committee made up of civic, government, education and business leaders was establish to spearhead the project.

Through a series of community meetings, committee assignments, and formal planning sessions, the Business Incubator began to take shape. Dr. Harold W. Taylor representing the interests of Green River Community College was a major catalyst in helping move the organizational effort forward along with the Kent Chamber of Commerce.

As an integral part of the Business Incubator program, Green River Community College established a goal of becoming a permanent anchor tenant in the new facility. It was determined that the college was in a unique position to achieve the following specific objectives:

1. To bring the programs and resources of the college closer to the residents of the Kent community beginning in the 1986/87 school year.

2. To identify special educational needs of both the new and established businesses in the Kent area.

3. To develop special courses and programs for the education and training of employees in the area.

4. To assist new businesses in their early development by providing support services such as secretarial, word processing, office management while at the same time providing on-the-job experience for students of the college.

As a result of the college's involvement in the Business Incubator program, the Kent area will be able to enjoy a revitalization of their economic growth as well as an opportunity for greater educational support to the community as a whole.

PROJECT DESIGN AND METHODOLOGY

To achieve the college's objectives, four key projects were identified to be funded through the CVE grant:

1. Development of an audio-visual slide show which would be used as an information and education vehicle for presentations to community groups and organizations and also to assist the planning committee generate financial and community support for the project.

2. Development of a comprehensive business plan detailing the college's role, functions and strategies as part of the new Business Incubator.

3. Development of a presentation to the State Board for Community College Education to secure approval to lease space in the new Business Incubator facility when it was opened.

4. Design and development of a comprehensive business and industry needs assessment survey to identify training and educational needs within the community.

The following is a description of the procedures followed, results achieved and conclusions for each of the four projects funded.

1. "FUTURE VISIONS" SLIDE SHOW

One of the most important projects undertaken early in the Business Incubator planning process was the development of an audio/visual slide show which would be used to educate and inform people in the community and in organizations of the purpose and objectives of the incubator and how it would contribute to the growth and development of Kent.

Green River Community College contracted with TRACON to develop a theme and script for the slide show. Using the resources of the college's media department, Gary Ashenbrenner of TRACON and Steve Carkeek of Green River Community College wrote and produced the 13 minute program entitled "Future Visions." (A copy of the Technical script of the slide show and a copy of the Content script are included in Appendix A of this report.)

As of this writing, the program has been shown to some 25 different groups, organizations, companies, governmental bodies and community agencies during 1986. As a result of the program, funding has been secured from the following organizations and agencies:

Private Industry Council of King County - $50,000.00

City of Kent (Kent City Council) - $10,000.00

At the present time, a new video program is being produced which will reflect the current progress on the Kent Business Development Center (as it is now called). Although the program "Future Visions" is now out-of-date in relation to current developments and plans, it served as one of the most important tools and vehicles for soliciting support within the community in the early planning stages and has been cited by Dr. Taylor and the planning group as having been instrumental in generating the financial support received to date.

2. EDUCATION & TRAINING CENTER BUSINESS PLAN

Green River Community College took a major step in establishing its presence as the anchor tenant of the Kent Business Development Center when it established the Education & Training Center under an Executive Director, Dr. Larry Galloway. Dr. Galloway immediately undertook the writing and development of a comprehensive Business Plan for this new branch of Green River Community College.

Gary Ashenbrenner was contracted to prepare the Sales and Marketing phases of the plan while Dr. Galloway concentrated on the purpose, functions, operations, staffing and procedures of the new Center. Both gentlemen then reviewed each of the sections of the plan prior to finalizing it for review by the Administration of the college.

When it was completed, the comprehensive Business Plan was reviewed section by section by Mr. Rich Rutkowski, President and Dr. Harold W. Taylor, Vice President of Instruction of Green River Community College. In addition, the respective administrators from major functional areas of the college also reviewed key sections of the plan to insure that the goals and objectives were clearly understood and consistent with future objectives of the college. Appropriate revisions were made and a final Business Plan approved by the Administration. (A copy of the Business Plan for the Education & Training Center is included in Appendix B)

The Education & Training Center now has a complete plan and timetable for achieving its major objectives.

3. STATE BOARD FOR COMMUNITY COLLEGE EDUCATION PRESENTATION

In order to receive approval and support for Green River Community College to locate an Education & Training Center within the Kent Business Development Center, a presentation describing the plans, programs and current status of the incubator needed to be made to the State Board for Community College Education. This presentation needed to bring the board up-to-date on the entire project and request their lease approval for the new Education & Training Center.

Gary Ashenbrenner was asked to prepare a complete presentation with visuals for Dr. Harold Taylor which could be given to the State Board. Having worked on the project since its inception, Mr. Ashenbrenner was especially qualified to prepare the details of the project for presentation purpose and to design visuals that would be helpful in explaining the college's needs and plans to the Board. (A copy of the Address to the State Board for Community College Education and accompanying visuals are included in Appendix C).

The presentation was made to the State Board for Community College Education by Dr. Taylor on September 11, 1986 after which approval was given for Green River Community College to work with the State to negotiate facilities for the Education & Training Center in the proposed incubator complex.

4. BUSINESS AND INDUSTRY NEEDS ASSESSMENT SURVEY

The final project identified for funding under the CVE grant was the design and development of a Business and Industry Needs survey which could be used to gather data and information from the businesses in the area regarding their training and educational needs. If the Education & Training Center was going to be more responsive to the needs of the community and carry out the mission of the College, it was determined in the Business Plan that a needs assessment vehicle would be helpful in identifying those needs.

Gary Ashenbrenner the principal designer, along with Larry Galloway's assistance, developed the preliminary survey document. The college's statistical personnel designed the statistical program needed to help analyze the survey data.

When the initial drafts of the survey were completed, the statistical personnel reviewed the format and design. A number of recommendations and changes were suggested to facilitate key punching the raw data into the system.

When those changes were complete, the needs assessment survey was tested on a select group of companies which were represented on the Board of Directors and the standing committees of the Kent Business Development Center.

Survey's that were returned by the members of the board were evaluated as to the responses and recommendations suggested by the participating firms. The comments tended to be very positive as to the survey's comprehensiveness and ease of completion.

The survey was then turned over to the Graphics Department of the college for typesetting, layout and final printing. In the meantime, a mailing list has been prepared from the

master mailing list of the college identifying a cross section of businesses who will receive a copy of the survey along with a letter co-signed by the President of Green River Community College and the Executive Director of the Education & Training Center inviting their participation in this important research project. (A copy of the cover letter and the Business and Industry Needs Assessment Survey is included in Appendix D).

The surveys are being sent to approximately 250-300 local companies and organizations. In addition, the assessment surveys will prove to be an effective on-going tool for use in working with future companies and organizations in the area. All survey data received will be analyzed and a final report summarizing the results will be prepared and mailed to those firms who participated. It is anticipated that the data will be useful to the college and the Education & Training Center in evaluating current course offerings, in assessing the relevancy of current programs to needs identified, and in identifying potential opportunities for developing new programs that more closely meet the needs of the community.

CONCLUSIONS AND RECOMMENDATIONS

The Washington State Commission for Vocational Education conducted a comprehensive survey of Employee Training Needs as expressed by Employers in Washington State during the summer of 1985. Their final report included a series of recommendations for Community Colleges. Specifically, the report called for the colleges to increase community relations and visibility within the areas they serve, to encourage greater participation on the part of the business community in the development of course curriculum, and to establish partnerships among businesses and the colleges.

The development of the Education & Training Center as part of Green River Community College both compliments and reaffirms the findings and recommendations of the Commission. Through the CVE grant, Green River was able to undertake a number of key projects directed at meeting the needs of the local community and establishing long term relations with business and industry through their involvement in the Business Development Center.

Green River Community College is most grateful for the funding provided by the Commission to undertake this unique and ambitious program. It is the feeling of the project director and the principal investigators that the project results achieved have enabled the college to launch an

Education & Training Center with targeted programs especially designed to meet the business and professional needs of the communities we serve.

Dr. Harold W. Taylor, Project Director

Dr. Lawrence A. Galloway, Principal Investigator

Gary L. Ashenbrenner, Principal Investigator

APPENDIX A

FUTURE VISIONS SLIDE SHOW

Part I Technical

CENTER FOR BUSINESS AND PROFESSIONAL DEVELOPMENT

FUTURE VISIONS

Fade in theme:
Scene: Bring up a slide of the Valley showing Mt. Rainier. Bring up title and superimpose title in appropriate color over slide 1. Then fade to a series of 4-5 slides which contrast the kind of Valley we see today. Shots of wide angle industrial areas like Boeing contrasted with farmland scene and undeveloped land; Office park contrasted with warehouse center.

Lower music and darken screen:

Bring up sound of young chick and slowly bring up slide of young chick or egg shot if we get one.

Begin script with first statement. At end of sentence, begin bringing up the music.

The miracle of birth and new life. This baby chick emerges from its shell through a process
1S/1 called incubation. Far removed from the warmth and security of its mother, an artificial environment called an incubator provides a complete
1S/3 life support system for the new chicks until early maturation and independence is achieved. Within

Sound: At this point bring up the sound of lots of chicks and when we get to the words "Mass Production" bring up the sound effect of the hens clucking.

the agricultural industry, tens of thousand of
1S/5 chicks are born each day by means of this process. Incubators facilitate mass production and
1S/6 significantly increase the young chicks chances for survival.

TRANSITION:

Slowly darken screen and soften music and bring up the sound of the baby crying. Just the soft cries at the beginning of the tape and bring in the voice quickly as you also bring up the first slide of the baby in an incubator.

A similar incubation process is utilized in

1S/7 hospitals to provide controlled conditions for premature or sick infants. Utilizing a more

MUSIC: Bring up music after baby cry fades.

1S/10 sophisticated apparatus, an artificial environment is created where temperature, oxygen levels, and
1S/10 nutritional needs can be carefully monitored along with the baby's vital signs. The incubator maintains a safe and secure environment which enables the child to achieve the physical capacity
1S/11 to survive on its own. As with young chicks, incubators have had a dramatic impact on improving
1S/12 infant survival rates.

TRANSITION:
Dissolve from last scene and music to the next music cut #2. Cut to the slide we select to represent the incubator building. Voice begins building comes on screen.

2S/1 Today, throughout the United States and Europe, yet another form of incubator is evolving. Although
2S/2 its appearance bears little resemblance to the incubators we've already seen, its purpose and function is much the same. This incubator is also
2S/3 a life support system. It is designed to reduce the mortality rate of new businesses - currently estimated as high as 80%.

2S/4 According to the U.S. Small Business Administration 8 out of 10 new businesses will fail within their
3S/4 first five years. Despite this alarming failure
3S/6 rate, small businesses play a significant role in the economic stability of our nation's economy.

2S/5 Studies undertaken at the Massachusetts Institute of Technology helped focus attention on the dimensions and impact of small business in America. Their research indicated that firms
2S/7 employing fewer than 100 persons accounted for 80% of all new jobs created between 1969 and 1976.

2S/5 More recent studies undertaken at the Brookings Institute supported these findings and showed that some 7 million new jobs were created by small
2S/7 businesses between 1976 and 1980.

In March of 1984, President Reagan's report on
3S/1 <u>The State of Small Business</u> concluded that small enterprises with under 20 employees generated all of the net new jobs in the economy (924,000)
3S/2 between 1980 and 1982. These studies have gained

wide recognition in both the public and private sector, and have helped to argue small business
3S/7 concerns in shaping our economic strategies.

4S/12 Indeed, it has been shown that small business not only accounts for more jobs than larger firms, but also generates more than one-half of all major
3S/3 innovations. What's more, small businesses are more cost efficient in such critical areas as
3S/3 research and development than larger companies.

Yet the sad fact remains, 80% of small businesses
3S/6 fail within their first five years of operation. Insufficient planning, undercapitalization, lack of
3S/4 proper management and inadequate sales and marketing skills are just some of the factors contributing to this high mortality rate.

TRANSITION:
Music needs to be more positive here. This is where the incubator story begins with the challenge of beating the high mortality rate. Need to show several quick shots of small businesses suchas shops, secretarial pools, offices. You have good variety. See * for slide positions.

* Today, many business, civic and educational leaders recognize the critical role small business will
* play in the future growth of our economy. Today's challenge is to provide an environment and support
* system that will encourage new business development while minimizing the hazards contributing to
* this high failure rate.

MUSIC: Music should be lively and have good volume throughout this next section.

As early as 1980, public and private efforts were
4S/1 undertaken to establish small business incubator facilities in various parts of the country. These
4S/2 incubators provide a flexible method of encouraging the development of new businesses and fostering local economic development. Incubators are
4S/7 facilities in which a number of new and growing
4S/4 businesses operate under one roof with affordable
4S/6 rents, sharing services and equipment, and having equal access to a wide range of professional,
3S/8 technical and financial programs.

PAUSE

Incubators are usually housed in single buildings

4S/8 ranging in size from 18,000 to 400,000 square feet. Although incubator tenants may be limited to start-up firms, many include a mix of new and
4S/4 pre-existing companies, thus providing the facility a more stable revenue base from rents. Typical
4S/9 tenants often include research and development,
4S/10 light manufacturing, advanced technology, service
4S/10 and retail businesses. Whatever their industry group, tenants share a wide range of office
4S/6 facilities and services, limited only by the creativity and initiative of the sponsoring organizations.

PAUSE

How extensive has the business incubator concept
5S/1 been? In their June 1985 report, the U.S. Small Business Administration lists over 80 operational
5S/2 incubators in 25 states. Current data indicates that more than twice that number are already in various stages of planning and development.

5S/3 Here in Washington, the cities of Spokane and Everett have already established incubator
5S/4 facilities and twice that many are currently under consideration by other Washington communities.

The Spokane experience is an excellent local
5S/6f example of a broad community effort to establish new businesses and jobs in the Spokane area. The
5S/6 City of Spokane, Spokane County and Eastern
5S/6c Washington University have joined forces around the concept that business and technology incubators are a long term investment in building a strong
5S/6e economic community. Through the Spokane International Airport Business Park and the Spokane
5S/6d Airport Board, facilities were provided to establish the Spokane Incubation Center.

The Spokane Center provides new and existing
5S/6f companies a way to take advantage of inexpensive office space and professional administrative services without making a major monetary investment. The Center offers new tenants ready
6S/1j access to office support systems and to a staff experienced in such critical areas as management, financing and manufacturing. Office and light
6S/1f manufacturing space are leased on a flexible fee basis and are determined case by case.

5S/6g Perspective tenants for the Spokane Center must

meet specific criteria including:

6S/6 An approved business plan
6S/6 Being an owner-operated business
6S/3 Marketing a commercially viable product
6S/3 Having potential for significant job growth
6S/1j Expressing a willingness to accept guidance and share management responsibility

7S/2 The Spokane experience was shared with some 350 participants at a Small Business Incubator Conference in Spokane in June of 1985. The 7S/1 conference included a slate of national and regional incubator practitioners.

7S/3 Among the business and civic visionaries attending were representatives of the Kent Chamber of Com- 7S/4 merce, Green River Community College, King County 7S/5 and Upland Industries (a division of Union Pacific Corporation). These leaders had more than a passing interest in business incubator programs. 7S/6 They shared a common vision of growth, development, and economic diversification for the Green River 7S/6 Valley. The shared experiences of incubator sponsors intensified local support for the value and feasibility of establishing a full service business incubator in the Kent area.

7S/7 Two key organizations took on the task of co- sponsoring a Small Business Incubator Committee in Kent. The Kent Chamber of Commerce and Green 7S/8 River Community College set up a project Task Force to oversee the incubator planning effort. Four separate sub-committees were appointed to gather 8S/1 data and prepare recommendations. These committees are focusing on:

8S/1 1. Economic Analysis

8S/1 2. Incubator Analysis

3. Site Analysis

4. Fund Raising and Finance

8S/2 The investigative work of the committees was made easier by a comprehensive study of the Valley conducted for Upland Corporation by the firm of 8S/3 HOWARD NEEDLES TAMMEN & BERGENDOFF. The Upland

study identified the unique opportunities available
8S/4 in the Kent area to create and manage their own market through joint promotion of area business
8S/4 growth. Since 80% of the area's economic development is dependent on internal growth, the
8S/2 study calls for a comprehensive community effort to improve the economic and visual balance of
8S/3 business and industry and to create increased opportunities for the location and growth of a wide
3S/3 range of entrepreneurial activity in the Valley.

TRANSITION:
Here we start moving toward the conclusion. Move to cut #3 of the sound track. Include audio of speakers at *.

8S/5 Today, plans for the establishment of a small business incubator facility, tentatively called the "Center for Business and Professional Development," are well underway. In a recent address to the Kent
8S/7 Chamber of Commerce, Chamber President Jack Elder
* emphasized that, "a full-service incubator here in
8S/7 the Valley will make a strong statement of our active support for new business and our commitment to internal growth. The incubator will further
8S/7 enhance the Kent area's reputation as a center for new business activity, for stimulating local entrepreneurs, and for innovation."

NOTE: Insert pictures of Dick Cushing at * Begin audio at **

* Kent City Administrator, Dick Cushing expressed the City's support for the project and emphasized that,
** "the Small Business Incubator concept adds still another dimension to the City's local planning and
* development efforts. The Incubator will create exciting opportunities to attract new business,
* create jobs and better serve the educational needs of our people."

9S/3 Green River Community College echoed a strong endorsement by committing to open an educational
9S/3 center within the incubator complex. In a Report to the College Divisions, Dr. Bill Taylor, Dean of
9S/1 Instruction, said: "GRCC is committed to offering
** the residents of the Kent community comprehensive
9S/3c programs designed to serve their educational
9S/3d interests, needs and aspirations. The college is intent on bringing the resources and educational
9S/3f opportunities closer to the communities we serve."

The resources of the college are substantial.
9S/3b Today, GRCC enjoys a full and part-time enrollment of more than 4,000 students enrolled in some 27
9S/3e vocational programs and over 400 individual courses. The college is especially proud of their
9S/3f Business, Technology, Trades and Science divisions where students keep abreast of the latest advances
9S/3g in technology and commercial application.

As the primary anchor tenant, Green River Community
10S/1 College will occupy some 8,000 square feet of the new incubator facility to include classrooms
10S/2 and conference space, word processing and
10S/4 microcomputer capabilities, and resident management to work with the Kent community, businesses and
10S/5 start-up companies. This resident team will focus on identifying specific training and educational needs that can be met by existing or customized
10S/5 courses and programs. They will also provide the new start-up companies with personalized support and managerial assistance in dealing with
10S/5 the problems of a new business.

If the Center for Business and Professional
11S/9 Development is to move beyond the initial planning stage, a number of major issues must be addressed by the Kent Incubator Team.

11S/4 The selection of a site and facility within the Kent area must be secured, along with a commitment for funding this project. A small portion of the
11S/4 1,000 acre demonstration area identified in the Upland Report presents an ideal locale for such a facility.

10S/7 The area is bounded by South 212th on the north,
10S/8 West Valley Highway on the east, the Green River on
11S/1 the west and Centron's 250-acre planned residential
11S/2 community to the south. Strategically locating the incubator within the proposed demonstration area
11S/3 would provide greater visibility for the Valley's diversification efforts while serving the existing educational needs of current businesses and the Kent community as a whole. The demonstration area
11S/4 is at the center of suburban economic commerce in
11S/5 Puget Sound. It is ideally situated at the confluence of the region's highway system and close
11S/6 to Sea-Tac International Airport. Establishing a full-service incubator within this complex would help attract new business, increase the local
3S/3 economic base, and create greater entrepreneurial opportunities and employment.

11S/7 The combined planning efforts of the Incubator Task Force and Sub-Committees, the Kent Chamber of Commerce and Green River College have helped move
11S/8 the incubator concept closer to reality. They have an established and dedicated team, a strong anchor
10S/5 tenant and professional expertise.

MUSIC: Bring up music toward finale. Conclusion will focus on shots of the valley ending with same shot of the Valley used in opening.

With the combined financial support of property
12S/1 owners, developers, business leaders, local government, and the community, 1986 can be a year
12S/1 of birth, growth, and opportunity through the Center for Business and Professional Development.
12S/1

FUTURE VISIONS SLIDE SHOW

Part II Content

CENTER FOR BUSINESS AND PROFESSIONAL DEVELOPMENT

Kent Area Incubator Presentation

(FINAL DRAFT)

The miracle of birth and new life. This baby chick emerges from its shell through a process called incubation. Far removed from the warmth and security of its mother, an artificial environment called an incubator provides a complete life support system for the new chicks until early maturation and independence is achieved. Within the agricultural industry, tens of thousand of chicks are born each day by means of this process. Incubators facilitate mass production and significantly increase the young chicks chances for survival.

A similar incubation process is utilized in hospitals to provide controlled conditions for premature or sick infants. Utilizing a more sophisticated apparatus, an artificial environment is created where temperature, oxygen levels, and nutritional needs can be carefully monitored along with the baby's vital signs. The incubator maintains a safe and secure environment which enables the child to achieve the physical capacity to survive on its own. As with young chicks, incubators have had a dramatic impact on improving

infant survival rates.

Today, throughout the United States and Europe, yet another form of incubator is evolving. Although its appearance bears little resemblance to the incubators we've already seen, its purpose and function is much the same. This incubator is also a life support system. It is designed to reduce the mortality rate of new businesses - currently estimated as high as 80%.

According to the U.S. Small Business Administration 8 out of 10 new businesses will fail within their first five years. Despite this alarming failure rate, small businesses play a significant role in the economic stability of our nation's economy.

Studies undertaken at the Massachusetts Institute of Technology helped focus attention on the dimensions and impact of small business in America. Their research indicated that firms employing fewer than 100 persons accounted for 80% of all new jobs created between 1969 and 1976. More recent studies undertaken at the Brookings Institute supported these findings and showed that some 7 million new jobs were created by small businesses between 1976 and 1980.

In March of 1984, President Reagan's report on The State of Small Business concluded that small enterprises with under 20 employees generated all of the net new jobs in the economy (924,000) between 1980 and 1982. These studies have gained wide recognition in both the public and private sector, and have helped to argue small business concerns in shaping our economic strategies.

Indeed, it has been shown that small business not only accounts for more jobs than larger firms, but also generates more than one-half of all major innovations. What's more, small businesses are more cost efficient in such critical areas as research and development than larger companies.

Yet the sad fact remains, 80% of small businesses fail within their first five years of operation. Insufficient planning, undercapitalization, lack of proper management and inadequate sales and marketing skills are just some of the factors contributing to this high mortality rate.

Today, many business, civic and educational leaders recognize the critical role small business will play in the future growth of our economy. Today's challenge is to provide an environment and support system that will encourage new business development while minimizing the hazards contributing to

this high failure rate.

As early as 1980, public and private efforts were undertaken to establish small business incubator facilities in various parts of the country. These incubators provide a flexible method of encouraging the development of new businesses and fostering local economic development. Incubators are facilities in which a number of new and growing businesses operate under one roof with affordable rents, sharing services and equipment, and having equal access to a wide range of professional, technical and financial programs.

Incubators are usually housed in single buildings ranging in size from 18,000 to 400,000 square feet. Although incubator tenants may be limited to start-up firms, many include a mix of new and pre-existing companies, thus providing the facility a more stable revenue base from rents. Typical tenants often include research and development, light manufacturing, advanced technology, service and retail businesses. Whatever their industry group, tenants share a wide range of office facilities and services, limited only by the creativity and initiative of the sponsoring organizations.

How extensive has the business incubator concept been? In their June 1985 report, the U.S. Small Business Administration lists over 80 operational incubators in 25 states. Current data indicates that more than twice that number are already in various stages of planning and development.

Here in Washington, the cities of Spokane and Everett have already established incubator facilities and twice that many are currently under consideration by other Washington communities.

The Spokane experience is an excellent local example of a broad community effort to establish new businesses and jobs in the Spokane area. The City of Spokane, Spokane County and Eastern Washington University have joined forces around the concept that business and technology incubators are a long term investment in building a strong economic community. Through the Spokane International Airport Business Park and the Spokane Airport Board, facilities were provided to establish the Spokane Incubation Center. The Spokane Center provides new and existing companies a way to take advantage of inexpensive office space and professional administrative services without making a major monetary

investment. The Center offers new tenants ready access to office support systems and to a staff experienced in such critical areas as management, financing and manufacturing. Office and light manufacturing space are leased on a flexible fee basis and are determined case by case.

Perspective tenants for the Spokane Center must meet specific criteria including:

An approved business plan
Being an owner-operated business
Marketing a commercially viable product
Having potential for significant job growth
Expressing a willingness to accept guidance and share management responsibility

The Spokane experience was shared with some 350 participants at a Small Business Incubator Conference in Spokane in June of 1985. The conference included a slate of national and regional incubator practitioners.

Among the business and civic visionaries attending were representatives of the Kent Chamber of Commerce, Green River Community College, King County and Upland Industries (a division of Union Pacific Corporation). These leaders had more than a passing interest in business incubator programs. They shared a common vision of growth, development, and economic diversification for the Green River Valley. The shared experiences of incubator

sponsors intensified local support for the value and feasibility of establishing a full service business incubator in the Kent area.

Two key organizations took on the task of co-sponsoring a Small Business Incubator Committee in Kent. The Kent Chamber of Commerce and Green River Community College set up a project Task Force to oversee the incubator planning effort. Four separate sub-committees were appointed to gather data and prepare recommendations. These committees are focusing on:

1. Economic Analysis
2. Incubator Analysis
3. Site Analysis
4. Fund Raising and Finance

The investigative work of the committees was made easier by a comprehensive study of the Valley conducted for Upland Corporation by the firm of HOWARD NEEDLES TAMMEN & BERGENDOFF. The Upland study identified the unique opportunities available in the Kent area to create and manage their own market through joint promotion of area business growth. Since 80% of the area's economic development is dependent on internal growth, the study calls for a comprehensive community effort to improve the economic and visual balance of

business and industry and to create increased opportunities for the location and growth of a wide range of entrepreneurial activity in the Valley.

Today, plans for the establishment of a small business incubator facility, tentatively called the "Center for Business and Professional Development," are well underway. In a recent address to the Kent Chamber of Commerce, Chamber President Jack Elder emphasized that, "a full-service incubator here in the Valley will make a strong statement of our active support for new business and our commitment to internal growth. The incubator will further enhance the Kent area's reputation as a center for new business activity, for stimulating local entrepreneurs, and for innovation."

Kent City Administrator, Dick Cushing expressed the City's support for the project and emphasized that, "the Small Business Incubator concept adds still another dimension to the City's local planning and development efforts. The Incubator will create exciting opportunities to attract new business, create jobs and better serve the educational needs of our people."

Green River Community College echoed a strong endorsement by committing to open an educational

center within the incubator complex. In a Report to the College Divisions, Dr. Bill Taylor, Dean of Instruction, said: "GRCC is committed to offering the residents of the Kent community comprehensive programs designed to serve their educational interests, needs and aspirations. The college is intent on bringing the resources and educational opportunities closer to the communities we serve."

The resources of the college are substantial. Today, GRCC enjoys a full and part-time enrollment of more than 4,000 students enrolled in some 27 vocational programs and over 400 individual courses. The college is especially proud of their Business, Technology, Trades and Science divisions where students keep abreast of the latest advances in technology and commercial application.
As the primary anchor tenant, Green River Community College will occupy some 8,000 square feet of the new incubator facility to include classrooms and conference space, word processing and microcomputer capabilities, and resident management to work with the Kent community, businesses and start-up companies. This resident team will focus on identifying specific training and educational needs that can be met by existing or customized courses and programs. They will also provide the new start-up companies with personalized

support and managerial assistance in dealing with the problems of a new business.

If the Center for Business and Professional Development is to move beyond the initial planning stage, a number of major issues must be addressed by the Kent Incubator Team. The selection of a site and facility within the Kent area must be secured, along with a commitment for funding this project. A small portion of the 1,000 acre demonstration area identified in the Upland Report presents an ideal locale for such a facility.

The area is bounded by South 212th on the north, West Valley Highway on the east, the Green River on the west and Centron's 250-acre planned residential community to the south. Strategically locating the incubator within the proposed demonstration area would provide greater visibility for the Valley's diversification efforts while serving the existing educational needs of current businesses and the Kent community as a whole. The demonstration area is at the center of suburban economic commerce in Puget Sound. It is ideally situated at the confluence of the region's highway system and close to Sea-Tac International Airport. Establishing a full-service incubator within this complex would

help attract new business, increase the local economic base, and create greater entrepreneurial opportunities and employment.

The combined planning efforts of the Incubator Task Force and Sub-Committees, the Kent Chamber of Commerce and Green River College have helped move the incubator concept closer to reality. They have an established and dedicated team, a strong anchor tenant and professional expertise.

With the combined financial support of property owners, developers, business leaders, local government, and the community, 1986 can be a year of birth, growth, and opportunity through the Center for Business and Professional Development.

APPENDIX B

Business Plan 1986-1987

EDUCATION & TRAINING CENTER

Prepared by Larry Galloway
Dean & Executive Director

September 26, 1986

Business Plan 1986-1987

EDUCATION & TRAINING CENTER

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EDUCATION & TRAINING CENTER

SECTION I

PURPOSE AND MISSION

EDUCATION & TRAINING CENTER PHILOSOPHY:

"The EDUCATION & TRAINING CENTER is a non-traditional, results-oriented training organization specializing in the design, development and delivery of quality, cost-effective, custom education and training programs tailored to the special needs of businesses and individuals."

EDUCATION & TRAINING CENTER MISSION:

The Education & Training Center will work to establish a marketing presence in the Kent and Renton areas to serve the educational needs of the northern portion of our Community College District.

The Education & Training Center will to be innovative, free from encumbering restrictions, flexible in contracting, staffing and compensation. Center professionals will have the freedom to contact clients, to initiate needs assessments, to draft and propose training contracts and to discuss with the Executive Director pricing strategies, concessions and commitments.

The Education & Training Center will design, build and customize training to meet the targeted needs of business, industry and professional groups. Though the center may sponsor some traditional class offerings, it's main thrust will be the development of tailored training beginning with needs analysis and ending with results analysis.

The Education & Training Center will build it's reputation on customer service, quality consulting and results oriented training. It will bridge the gap between traditional education that usually markets classes and programs from an established inventory and those private educational ventures that broker seminars, pre-packaged programs and business and educational materials.

The Education & Training Center is a marketing arm of the college and will introduce businesses to the wide range of talent and services available. By making firsthand contact with community and business leaders, by being familiar with the activities of the Green River Foundation, the Office of Student Programs, sports, arts, recreation and student placement the Education & Training Center gives voice to unique and valuable services not always recognized. The center provides a direct link between the community and the college and will champion people-to-people contact to strengthen the service function of the institution.

SECTION II

FUNCTIONS AND SERVICES

PURPOSE AND OBJECTIVES

The primary functions and services of the Education & Training Center focus on providing targeted training to meet the needs of center clients.

The services provided by the center fall into seven distinct areas to include custom training, needs assessments, learning programs, business networking, small business consulting, college development and coordination with outside organizations and agencies.

1. Custom Training:

a. Customized training usually results in the creation of special classes tailored to the job needs and requirements of center clients.

b. Re-training may involve the center in working with clients who have found it necessary to modify existing job descriptions and skill requirements of employees. Frequently such training focuses on employees whose jobs now require adjustment to changes in procedures, methods and operational skills. In some instances a totally new job is created that requires skills not previously learned.

c. Consulting support is another form of assistance made available to companies having specialized needs in curriculum development, testing, instructional design and teaching methods. The center may provide that level of assistance most needed. The center may provide a consultant-teacher to work in tandem with in-house trainers and experts.

d. Classes and seminars are a means for introducing large audiences to concepts, ideas and changes that permit local businesses to have exposure to recognized educators at a price which all can afford. The center may sponsor key presenters when there is a need and demand for such expertise.

2. **Needs Assessments:**

The Education & Training Center will be able to meet with clients, conduct interviews, make recommendations and generate training proposals designed to address training problems, concerns and issues.

3. **Learning Programs (Self-Paced)**

Self-paced learning programs that use computer software tutorials, video programs and practice work stations may be incorporated into the center depending on user demand and space arrangements. A video studio, especially equipped to analyze presentational, conferencing and meeting skills will permit the development of learning programs uniquely suited to special business and personal requirements.

4. **Business Networking**

The center may become a focal point for networking Training and Human Resource professionals from a variety of companies, businesses and organizations. It may be a center where Train-the-Trainer activities can occur in a controlled and professional environment, where learning and teaching techniques can be examined, tested and improved. The center provides the ideal environment for introducing college teachers to the expanded role of "teacher-consultant," an expansion and enriched application of the more provincial "teacher" role. The opportunity to become a resource center, and have a training film library is also present in a center so strategically located.

a. Advisory committees (serving on training boards for companies, and their serving on our boards)

b. Joint Ventures (developing, piloting and teaching in concert with one another)

c. Train-The-Trainer ventures (in concert with other training organizations)

5. Small Business Consulting (new and existing)

The Education & Training Center will assist small businesses by working to understand their unique and special needs. In some instances the center will identify problems experienced in similar enterprises and seek to provide cost effective training to groups of small businesses having very similar needs. The center will work through local organizations like the Chamber of Commerce to establish education committees and advisory boards to help businesses identify those special needs that might be met through training classes and center involvement.

6. College Development

The center will contribute to the overall college development through associations and friendships created by increased contact with the business community. The opportunity to share with the community the fund raising and equipment needs of the college and the goals of the Green River Foundation will be enhanced through the center.

7. Coordination with Outside Organizations and Agencies

The center will work with organizations like the Private Industry Council, Small Business Development Center, Employment Security, consultants, colleges, professional organizations and special agencies to promote quality training and educational services.

SECTION III

OPERATIONS

RESPONSIBILITIES AND AUTHORITY

The Executive Director of the Education & Training Center is charged with initiating and providing overall direction for developing and managing the center. The Executive Director is responsible for continuing to assess the effectiveness of the center and the degree to which it is fulfilling the Business Plan.

REPORTING

The Executive Director, as Dean, has a direct reporting relationship to the Vice President for Instruction.

OPERATIONAL RESPONSIBILITIES

Executive Director

The Executive Director will perform the following duties:

1. Administer the Education & Training Center to fulfill the mission and purpose of the organization.

2. Promote and sell the services of the center to large, intermediate and small businesses.

3. Represent the interests of the center before public, private and college groups.

4. Forecast training needs in terms of technology, client needs, instructional and professional requirements and proposed budgets.

5. Prepare and fulfill staffing requirements to include the screening, selection and evaluation of instructional and support staff.

6. Providing instructional support to include equipment, training facilities and secretarial assistance for consultant-instructors.

7. Coordinate, schedule and arrange for conducting training.

8. Oversee and approve all contracted training which involves the bidding and pricing of services.

9. Ensure the existence of an adequate system for recording and maintaining records.

10. Conduct negotiations and approve of all training arrangements made with instructors, consultants, and other companies working through the center as brokers, or co-brokers, of training under center sponsorship

11. Serve on those committees assigned by the College President, or Vice President for Instruction.

12. Maintain a work environment conducive to creativity, experimentation and productivity.

13. Foster self-development, on-the-job training, personal attention to subordinates and teacher-consultants to help improve knowledge, confidence and personal performance.

14. Propose and administer the Education & Training Center Budget.

SUPPORT STAFF RESPONSIBILITIES

Office Manager

The Office Manager will assist the Executive Director by maintaining records, budgets, supplies, equipment inventories and be responsible for directing the day-to-day operation in the absence of the Executive Director. The duties of the Office Manager will include:

1. The Office Manager will be the receptionist and voice of the center in handling client inquiries and requests.

2. The Office Manager has primary responsibility for maintaining contact with the functional units of the college to include Payroll, Personnel, Maintenance, Student Services, Continuing Education, Student Records, and especially Registration for the purpose of processing students, handling fees, evaluating credits and administering contracts.

3. Marketing, telephoning and servicing key clients may be ancillary duties assigned to the Office Manager along with those tasks necessary to the efficient and effective operation of the Education & Training Center.

4. The Office Manager will interpret and apply policy and regulations to the functional operation of the center.

5. The Office Manager may attend meetings, serve on committees and be a spokesperson and information source for the center.

Executive Secretary

The Executive Secretary is responsible for preparing and overseeing the quality of correspondence leaving the center in support of the Executive Director and consultant-teachers. The typing and editing of correspondence to include memos, letters, forms, reports and custom designed course materials is the primary responsibility of the Executive Secretary. The Executive Secretary is responsible for designing and maintaining the correspondence file system and may be expected to interface with departments like graphics, typesetting, reproduction, print shop and outside vendors supplying materials to the center. The Executive Secretary is expected to be skilled in taking dictation, in running equipment to include office machines, word processing, video equipment and calculators. The Executive Secretary may accompany the Executive Director on key calls to major clients when the need for such assistance is required.

POLICIES AND PROCEDURES

The Education & Training Center will follow the College's policies and procedures in purchasing, submitting forms, in keeping records, in complying with appropriate personnel and administrative procedures.

The Education & Training Center will create new policies and procedures in those areas unique to the operation of the center.

When the Education & Training Center engages in the creation and development of contracts, special commitments, and "legal" type documents, such forms will be submitted to the college for Executive approval by the appropriate authority.

SECTION IV

STAFFING

PURPOSE AND OBJECTIVES

The professional staff of the Education & Training Center will reflect the diverse skill, experience, expertise and backgrounds needed to serve the training needs of center clients. The Executive Director is responsible for overseeing the coordination of staffing, selecting the "right" experts to deal with targeted needs, establishing instructional criteria and following established procedures, where they apply, for hiring and payroll.

OFFICE STAFF

The Office Manager and Executive Secretary will be Classified Staff. The job classifications will be determined in accordance with the Higher Education Personnel Board regulations and specifications for the positions.

The determination and assignment of job classifications will be administered through the Office of Director of Personnel, for Green River Community College.

PROFESSIONAL STAFF

I. College Faculty

The selection and assignment of college faculty, as "teacher-consultants," to work with clients will be made after determining the preliminary needs of the client, the nature of the work to be performed, and the level of experience and expertise demanded.

In "User Sponsored Courses," those not usually open to the general public, the Education & Training Center has the authority to make instructional assignments.

Full-time faculty members who teach regular and approved college courses which are normally assigned to a division are paid off the temporary salary schedule.

II. Outside Professional Consultants

The Education & Training Center will evaluate the professional qualifications, curriculum, teaching methodology and reporting requirements established with outside professionals working with center clients.

III. In-House Business Trainers

The Education & Training Center, in certain instances, may prepare training programs to be taught by in-house trainers employed by their respective firms. The Education & Training Center may require an internship, special certification, and other requirements before selling, leasing, or allowing a client to represent training using GRCC's name, materials or programs. The college may choose to lease the rights to custom training programs and set the conditions of compliance for such leases.

QUALITY STANDARDS FOR TRAINING

The Education & Training Center shall establish whatever quality controls are needed to assure the development and delivery of quality training.

The personnel of the Education & Training Center may elect to preview questionnaires, tests, quizzes, films, case studies, role-play scripts and other instructional materials.

The personnel of the Education & Training Center may elect to visit classes and audit instruction.

The Education & Training Center may elect to conduct instructor evaluations for those teaching center sponsored training.

SECTION V

CONTRACTING PROCEDURES

PURPOSE AND OBJECTIVES

Preparing Training Contracts: The Education & Training Center will prepare training proposals, cost estimates and the terms and conditions for delivering custom designed training. Fee Schedules and written Contract Formats will be prepared to facilitate the marketing and negotiations associated with custom training.

The Executive Director will approve of all contracted training being delivered to center clients. This includes any special contracts with professional staff hired to deliver training as well as contracts between the center and those being served.

PROCESSING THE CONTRACT THROUGH THE COLLEGE

The Education & Training Center will engage in different forms of contracting. The types of contracting engaged in are as follows:

TYPES OF CONTRACTING

	FTE GENERATING	STUDENT RECORDS	TRAN-SCRIPTS	COLLEGE CREDIT	PAYMENT TO
CONTRACTING	Y / N	Y / N	Y / N	Y / N	CO1 / ETC
CATEGORY I					
College Sponsored (Credit Class)					
User Sponsored (Credit Class)					
CATEGORY II					
College Sponsored (Non-Credit Class)					
User Sponsored (Non-Credit Class)					
CATEGORY III					
Ancillary Services (rental, leasing, service, sale)					

A. Registration:

Registration is the process of enrolling students in a schedule of courses, or program, at the beginning of each quarter or at other specified dates.

The Education & Training Center will process students in accordance with college registration procedures. The actual registration and official maintenance of records will occur in the Registration Office.

B. Division Approval/Review:

Classes will be initiated, processed and staffed in accordance with present procedures established within the college and those outlined in the Agreement between the College and the United Faculty Coalition.

C. Transferability Disclaimer:

Colleges and Universities determine the acceptability of transfer credits to their institutions. The course number assigned to a particular class is no guarantee of acceptance. Each school has it's own internal requirements. Therefore, a transferability disclaimer may be required when designing contracts and materials that offer GRCC credit.

CONTRACTING FOR ANCILLARY SERVICES

I. Vendor Contracting

The Education & Training Center may contract for support services in the form of special off-site accommodations for training, audio-visual support, film rental, graphics, etc. The center will follow college procedures in arranging for such services.

II. Institutional Contracting

The Education & Training Center may enter agreements with other training organizations to include universities, colleges, training companies, and private in-house training departments if such arrangements are of benefit to the college. All such arrangements will be approved by the Executive Officer of the college.

SECTION VI

SALES AND MARKETING PLAN

PURPOSE AND OBJECTIVES:

Critical to the growth and development of the Education & Training Center is the implementation of a carefully organized and executed Sales and Marketing Plan designed to achieve the following objectives:

1. Identify potential businesses, organizations and groups of individuals within the marketplace who are candidates for education and training programs.

2. Develop an effective plan and strategy for increasing the visibility of the Education & Training Center with business and community groups via a broad based communications and marketing campaign.

3. Identify specific training and educational needs within the market which will enable the Education & Training Center to focus their efforts on developing programs that have relevancy and applicability to potential clients.

4. Establish a strong network of business and community contacts willing to participate in and support the training efforts of the center through personal and corporate involvement.

Because the Education & Training Center is a new branch of Green River Community College, the initial sales and marketing efforts must take into consideration limitations of facilities, staff and budgets. It will be important for the business plan to include both short and long range objectives, initially utilizing, wherever possible, existing resources of the College to help build a solid foundation for future expansion.

This Sales and Marketing Plan focuses on two specific market groups:

1. Business and Industry

2. Community and Individual Groups

Because each of these groups represents a unique and distinct market segment, their marketing plans and strategies are addressed separately.

A. BUSINESS AND INDUSTRY

The Business and Industry segment of the market represents the greatest potential for the type of customized training being envisioned by the Education & Training Center. Today, the responsibility for training new as well as experienced employees requires constant attention on the part of business and industry. New technology, changing methods, new products and procedures all contribute to the demand for updating employees with the latest skills and techniques required to successfully perform their jobs.

Depending on the size of the company, the amount of training conducted varies considerably from organization to organization. Large companies generally are staffed with internal training departments which have responsibility for conducting a wide range of classes, seminars, and on-the-job training courses for company personnel. These companies also use outside training organizations and consultants to address special training needs which are not part of their regular core of course offerings or within the current capabilities of their staff. In medium and small companies, however, internal training functions are very limited and, in many cases, nonexistent. Their training requirements and needs may vary considerably from those of the larger firms.

In developing an effective sales and marketing strategy for the Education and Training Center, it is necessary to establish a method for identifying and categorizing companies on the basis of their size, existing training functions, individual training needs and their interest in utilizing outside expertise to develop training classes that meet their individual company requirements.

Four distinct steps will be used to address the Business and Industry segment of the market:

1) Identification of current businesses in the area who may be potential clients for the center.

2) Communication with the businesses identified to inform them of the professional training services available to them through the center.

3) Targeting of those businesses that express a need and desire to participate in program offerings and customized courses for their personnel.

4) Follow-up upon completion of each training course conducted to measure results achieved, new programs needed and referrals to other companies in the area.

A discussion of each of these steps follows.

1. Identification

The identification of potential clients for the Education & Training Center will come from a variety of sources. The identification process will also involve categorizing the businesses, compiling company data and information for use in developing customized programs, storing all data in the center's computer for future reference and accessing this information when needed for mailings and client analysis.

The major sources for identifying area businesses include:

a. GRCC Mail List

Green River Community College currently utilizes an extensive list of some 120,000 names and addresses for mailing quarterly class schedules, special announcements etc. This list will be screened to identify specific businesses currently receiving information and course schedules from the college.

b. Chamber Of Commerce Directories

Because local Chambers of Commerce represent the business interests in each community, the Chamber directories are an excellent source of information and contact data for the center. Chamber directories from Kent, Auburn, Renton, Federal Way, Enumclaw, Des Moines-Midway, Maple Valley and Tukwilla will be used to identify those firms whose Chamber membership indicates active involvement and participation in the local business community.

c. Professional And Civic Organizations/Associations

Professional and civic organizations such as local Rotary Clubs, Lions Clubs, Kiwanis Clubs, etc. are comprised of key business and community leaders. These organizations provide an excellent forum for presentations about the Training & Education Center as well as the Kent Business Development Center. Member lists from these organizations will be used to identify potential business and industry clients as well as for scheduling speaking engagements on behalf of the center. (See Section A-2-f Speaker's Bureau)

d. GRCC Department/Division Networking

The professional faculty of Green River Community College is another excellent source of information and contacts for businesses in the area. Because of the College's previous work with a variety of organizations in the community many members of the faculty have personal relationships with business owners and executives which can serve as an important entree into these companies. During the fall quarter, Division meetings will be held with the center staff to discuss potential course offerings by each department, to identify faculty members interested in working with the center and to review contact lists that may be available in the divisions for follow-up by center staff.

e. Green River Foundation

Green River Community College is fortunate to have a resource like the Green River Foundation which has been successful over the years in establishing broad based community support for the College and its programs. Likewise the Foundation is also a source of information on companies and organizations who are potential clients for center programs. The center will work with Clarke Townsend to identify those Foundation contacts that should be added to the list of businesses in the area.

It is anticipated that the Education & Training Center will be able to identify, in a relatively short period of time, a comprehensive list of businesses and industries throughout the area. Once established, the center will maintain, update and add to the list on an on-going basis. The initial list will be used to mail the Business and Industry Needs Assessment in October. (See Section A-2-c Needs Assessment) The companies identified and the data compiled will also be useful to the College and to the Green River Foundation in generating future support for other activities and programs.

2. Communications

Once the Education & Training Center has identified the area businesses, it will be important to execute a broad-based communications and marketing campaign designed to:

1) Provide a vehicle for making initial contact and furnishing information regarding the existence and objectives of the Training & Education Center.

2) Provide specific information to business owners, executives, managers and trainers as to the capabilities of the center regarding customized training and available College programs and resources.

3) Increase the level of awareness of the Education & Training Center throughout the community and the region as a whole.

4) Provide a means by which the center can maintain on-going visibility in those organizations who currently are or will be clients for various center programs.

The following tools and vehicles will be used to communicate the Education and Training Center story.

a. Presentation Materials

Information about the Education & Training Center will be prepared in a variety of forms to meet the needs and circumstances of the various audiences identified. All materials developed should be of the highest possible quality and should convey a professional image. The Media Department of the College has the capability of producing excellent audio visual products and will be utilized in preparing presentation materials for the center.

Four types of presentation tools will be needed by the center as it begins its work:

(1) Logo And Letterhead

The Education & Training Center must develop an identity via its own logo for use on letterhead, envelopes, business cards and printed literature about the center. The Graphics Department is currently developing an official logo which should be ready by the middle of October. The center will immediately have stationary and cards prepared so that all correspondence to businesses and clients will carry a visual identity supporting the center.

(2) Brochure

Calls and inquiries have already been coming into the center requesting information about center programs, location, etc. As contacts are made with businesses and organizations, it will be necessary to provide some literature in the form of a brochure and descriptive handouts

to leave with or send to interested parties. A brochure similar to the ones used by each of the College's divisions describing their programs and curriculum will be prepared for the center. The brochure will describe the philosophy and objectives of the center as they relate to business and industry. It will also outline, in general terms, the kinds of programs, services and resources available through the center. The brochure will carry the center logo to further establish an identity with the reader.

(3) Overhead Transparencies

Opportunities for presentations about the Education & Training Center will necessitate the development of a set of professional overheads which can be used by center staff when speaking to personnel of companies, civic and professional organizations and community groups. A standard speech will be written for use by center staff when addressing such organizations along with appropriate visuals describing the objectives programs and capabilities of the center. The Graphics Department will be used to prepare all of the required overheads when they are written.

(4) Audio/Visual Presentation

One of the most effective tools used to promote the Kent Business Development Center and solicit support from organizations was the audio/visual slide show presentation entitled "Future Visions." As plans for the new Education & Training Center are finalized, slides and video tapes of each phase of development should be made. In addition, slides on the activities of the Education & Training Center should be taken of its current location, interim location and final occupancy of the facilities in the Kent Business Development Center. By mid 1987, an audio/visual presentation will be developed to tell the complete story of the center from its inception to the final product.

The Media Department will be apprised of the project and will prepare the final audio/visual presentation. The audio/visual show will be

used at local and regional trade fairs, employment fairs, business meetings, civic and professional gatherings as well as shown to governmental agencies and philanthropic organizations to solicit financial support.

b. Face-To-Face Presentations

The single greatest opportunity for communicating the objectives of the center and securing training contracts will be in face-to-face meetings by center staff with business owners and executives. In addition to the development of a brochure and descriptive handouts, a sales presentation manual will be prepared for use in presenting the Education & Training Center story in face-to-face interviews. A brief script will accompany the manual to insure standardization and uniformity in the message being presented to potential clients.

The Graphics Department will be used to prepare the final presentation manual when it is written.

c. Needs Assessment Survey

The development of customized training courses for businesses requires that the education consultants secure information and data regarding the specific training needs and requirements of the client. Education consultants frequently conduct multiple interviews with company personnel in order to understand specific training needs. In many cases multiple visits are required to observe various aspects of a company's operation, to talk to employees and supervisors and to ascertain the extent to which the problems and needs can be addressed through employee training.

The center will build Needs Assessment Surveys to be used as diagnostic and sales tools for communicating staff expertise and generating interest in customized training on the part of businesses. Needs Assessment Surveys will be conducted by the Executive Director of the Training & Education Center, or other consultants so that the proper information and data is secured to determine profitable and realistic training opportunities.

d. Newspaper Articles

The local newspapers are an excellent vehicle for generating interest and informing the general public

of the Education & Training Center. Experience with the Kent Business Development Center, however, indicates that requests for articles about the center by local papers has been denied in the past. It will therefore be necessary to carefully plan and select specific, newsworthy opportunities where the Education & Training Center can maximize the amount of coverage given by the newspaper.

Two specific events should be targeted for generating newspaper support and coverage in the coming months.

(1) Ground Breaking Ceremony

Sometime in the month of January, final agreement will be reached between the Kent Business Development Center, the State of Washington and the Real Estate Developers at DKB Corporation to begin work on the future home of the center. Prior to the start of construction, an official ground breaking ceremony should be conducted.

Attending the ceremony should be the President of Green River Community College, the President of the Board of Directors of the Kent Business Development Center, the Mayor of Kent, the President of the Chamber of Commerce, the President of the Kent City Council and the President of DKB Corporation. With a demonstration of support from all facets of the community, the ground breaking ceremony will generate both pictures and an article on the new complex.

Prior to the ceremony, newspaper releases about the Education & Training Center and the Kent Business Development Center along with photos of their respective Executive Directors should be available for the newspaper. In this way, it will be possible to secure greater newspaper coverage for the center.

(2) Center Grand Opening

Next to the ground breaking ceremony, the official grand opening of the center in mid 1987 will be the single biggest opportunity to gain wide media support not only from local newspapers, but also from

Seattle newspapers and television news teams. Although the grand opening of the center is too far off to formulate specific plans at this time, appropriate releases, activities and community visitations should be planned around the event to maximize the exposure for the center.

e. Speaker's Bureau

The ability to make speeches and presentations about the Education &d Training Center to various clubs, associations and organizations is an effective way to reach large groups of people in the community in a short period of time. Organizations are eager to find speakers to address their meetings on subjects of general interest to their members. These organizations, in turn, are an excellent source of potential clients for the center.

As the presentation materials discussed earlier in this section are developed, a Speaker's Bureau will be established in the Education & Training Center for the purpose of:

1) Speaking to civic and professional organizations about the purpose, objectives and capabilities of the center.

2) Addressing groups and organizations on a variety of business subjects or educational topics that help create an interest in training and demonstrate the kind of expertise available to the community through the center.

The Executive Director of the center will have the responsibility for selecting qualified faculty and staff to become part of the Speaker's Bureau. It is anticipated that a Speaker's Bureau can have long term value for both the center and the college by having available a selection of speaker's covering diverse subject areas that can be called upon to address any type of organization in the region.

f. Short Courses

Sponsorship of short courses and mini programs by the Education & Training Center is another effective vehicle for introducing businesses to the kind of training available and generating future clients. Such courses and mini programs may range from one shot, early morning breakfast programs for business owners to three one-hour sessions over a three week period on such subjects as productivity,

communications or professional sales. These courses may be offered, in some instances, free of charge in order to generate exposure for the center. In other cases, a nominal fee of $25.00 to $50.00 may be charged to cover expenses and pay outside guest speakers who may bring specific expertise to the programs.

Although the Education & Training Center is not in the business of marketing short courses and one day, generic programs, this approach is often effective in attracting business owners and managers who may be interested in learning more about a particular subject or may wish to see, first hand, the kinds of training the center is capable of providing.

It is also important to remember that many small businesses may not have enough employees and financial resources to underwrite a customized program by themselves. The short courses can be an effective vehicle for identifying mutual training needs of several companies in the area, who, by combining their resources and personnel with other firms, may be in a better position to support customized courses for their employees.

Any short courses sponsored by and/or conducted by the Education & Training Center will include time for discussion about the center with the participants as well as providing them with informational brochures and handouts to stimulate future interest in customized training.

g. Training Newsletter

It is important that the Education & Training Center maintain high visibility throughout the business community on an on-going basis. One such vehicle for maintaining such visibility will be the Education & Training Center Newsletter. The newsletter will include articles on current activities of the center, informative articles discussing new concepts or techniques in training, information about companies in the area who are participating in customized courses developed by the center, periodic business surveys which focus on subjects of interest to the business community and information about Green River College in general.

The Productivity Center at the University of Oregon currently publishes a monthly, four page newsletter

exclusively on the subject of productivity. This newsletter has been instrumental is generating interest in their programs and securing new business for the college. It is an excellent example of the kind of results that can be achieved using this type of vehicle.

Plans for developing a similar newsletter will be formulated this year with a target date for first publication in early 1987. A mailing list for the Education & Training Center newsletter will be maintained and up dated by the center staff. Availability of the newsletter will be included in the literature, speeches and courses put on by the center at such time as the newsletter is ready for publication.

It is anticipated that in the future, businesses and organizations utilizing the resources of the Education & Training Center will contribute articles and testimonials regarding their work with the center for inclusion in future issues of the newsletter.

3. Targeting Business and Industry

The third step in the process of addressing the business and industry segment of the market involves targeting those companies who express a need and desire for utilizing the services of the Education & Training Center. Because of initial limitations of staff and budgets, it will be necessary for the center to target training activities that can meet one or more of the following criteria:

1) Large companies whose personnel training needs and number of employees involved can support multiple classes of the same program, thus maximizing the development and customization time required in the initial design.

2) Companies whose training needs can be addressed through current course offerings of the college. In some cases these current course offerings will require some modification and customization to meet the client's specific requirements. Nevertheless, the time required to complete these modifications is considerably less than programs designed from scratch. The availability of faculty and instructional staff for such courses is also enhanced.

3) Companies whose training needs are similar to other businesses thus allowing for transferrability of courses and programs to other firms and organizations in the area.

4) Companies whose training needs present unique or unusual opportunities for the development and application of new concepts, subject areas or program methodologies which give the Education & Training Center an identity and product that is unique in the market. Such programs can open additional doors to other companies and industries while at the same time meeting the needs of current clients.

There are several vehicles that will be used to target specific businesses and industries.

a. Needs Assessment

One of the most important tools for identifying specific training and educational needs of local companies is through a comprehensive Business and Industry Needs Assessment. The Needs Assessment should be both a survey document for identifying the training needs of various companies as well as a method for gathering data and information about the organizations themselves.

As a result of a small grant from the Washington State Commission for Vocational Education made in December of 1985, the Education & Training Center is designing and executing a Needs Assessment of local businesses as part of the planning process. The assessment vehicle is currently being developed and is targeted for completion and mailing in mid January of 1987. A copy of the Business and Industry Needs Assessment Survey will be appended to this business plan along with survey results when they are available.

The Needs Assessment will focus on three major areas of interest to the Center:

1) Business and Industry Data - Information regarding company size, industry type, number of personnel, company contacts, etc.

2) Training Activities - Information regarding current training activities, in-house vs. outside courses, training staffs, utilization of college and vocational programs, types of training offered, training budgets, etc.

3) Training Needs - Information regarding current company training needs, number of employees involved, interest in customized programs tailored to their specific industry, willingness to serve in an advisory capacity to the Education & Training Center, etc.

Survey results will be tabulated and information will be stored in the computer of the center for future reference and analysis. The data will be used to assist the Education & Training Center identify those companies in the area whose interest in training and personnel development can be addressed through current courses offered by the college, customized courses that can be developed with the expertise currently available and customized courses that can be developed with the assistance of outside expertise contracted by the center.

Once all data has been analyzed, personal interviews and face-to-face presentations will be set up with those firms identified as Target Industries. The primary agenda for these meetings will be to obtain additional information about their training needs and interests and to solicit their active support for customized programs for their respective companies. Whenever possible, the Education & Training Center will solicit executives, key managers and training directors from the targeted companies to serve in an advisory capacity on training, education and curriculum development committees.

b. Advisory Committees

One of the more exciting findings published in a report by the Commission for Vocational Education entitled "Employee Training Needs As Expressed by Employers in Washington State" was the high level of interest expressed by the employers surveyed to serve on various advisory committees. According to the Commission's Report:

> "Although 36 percent of 665 employers indicated that they participated in advisory committees for vocational programs, nearly 50 percent of those not involved were willing to participate if contacted. This should be encouraging to the vocational education community in that there is a large proportion of business people who are willing to assist educational institutions with their programs. This is another indication of the need for community colleges and vocational-technical institutes to publicize their programs in more innovative ways in order to obtain more involvement from the community."

Although the Commission's findings with regard to businesses willingness to participate on such advisory committees remains to be tested, the establishment of such committees is a high priority for the Education & Training Center.

Such involvement on the part of business and industry professionals will open additional doors of opportunity for identifying specific training needs of target companies as well as soliciting potential clients from those firms whose training requirements can be met by customized programs.

The opportunity for both center staff as well as college faculty members to interact on a personal basis with knowledgeable industry executives can significantly enhance the quality and applicability of the courses currently offered as well as those planned in the future. To insure uniformity of direction and purpose, any advisory committees established will include representatives of the following groups:

1) The Executive Director of the Education & Training Center

2) Education & Training Center Staff - One member to take notes, compile information, research data

3) Business and Industry Executives and Managers - Two to four representatives from different companies with similar training concerns and objectives

4) Green River Community College Faculty - Two representatives from the applicable division to include the Department Head and one faculty member involved in curriculum development

It should be noted that large corporations in the area interested in customized programs exclusively for their organization may be asked to include several key personnel on a separate committee for the sole purpose of advising on curriculum development for their company. In such cases, it will be the responsibility of the Executive Director of the center to determine the number of people assigned to the committee from each area noted.

Although there is no limit to the number of committees that can be established within the center, caution will be exercised in identifying the purpose and objectives of any advisory committee

formed so as to maximize the input and involvement of all members.

Consideration will also be given to forming a Business and Industry Advisory Board of ten (10) to twelve (12) members from key segments of the market to serve on a permanent board. This Board would meet quarterly for the purpose of evaluating activities and programs of the center, offering their suggestions and recommendations on curriculum and program development presented for their consideration and interacting with faculty and staff of the college to become better informed of the goals and objectives of Green River. Such a Board may also have significant value to the Green River Foundation for future contributions, grants and endowments.

Formation of a Business and Industry Advisory Board will be targeted for consideration and formation in mid 1987 following the completion of the Kent Business Development Center facility.

c. Contract Training Proposals

As a result of the Business and Industry Needs Assessment, face-to-face presentations and interaction with the Advisory Committees, the Education & Training Center will contract for specific training programs and begin the process of designing, developing and conducting classes at the clients facilities, at the training center or on Green River Community College Campus.

It is anticipated that prospective clients will be identified and training classes contracted as early as the Winter quarter of the school year. All courses designed for special contract training will provide one of the most important sales and marketing vehicles of all --a finished product. When the Education & Training Center develops and implements customized training programs in companies throughout the area, the same or similar programs become the basis for a product line of specialized courses that can be implemented in other organizations with similar needs. Unless there is a prior arrangement with a client company for program rights (See Section V - Contracting Procedures), all courses designed and developed by the Education & Training Center become marketable programs (with some individual company

adaptation required) to other businesses in the area. This will be particularly important to small businesses in the area whose size and number of personnel prohibits them from filling an entire class. By combining their needs with other small businesses, classes can be offered to personnel from multiple companies which still meet their individual training requirements.

It is at this point that the Education & Training Center will begin to develop a solid list of organizations and training programs that become part of its "Customer Reference List" to solicit additional business and develop new clients.

All training contract proposals and course outlines will be stored in the Education & Training Center computer for future reference and ease in preparing customized programs for companies in similar industries or businesses with similar needs as addressed by these programs. As the client list and course offerings of the center continue to grow, an up to date "Customer Reference List" will be maintained and included as passout material in presentations, at seminars and mini programs and in future brochures and marketing literature developed for the center.

4. Training Evaluation and Follow-up

One additional element critical to the solicitation, development and implementation of customized training programs is the follow-up and evaluation of the results achieved. The success of any training program will ultimately depend upon its effectiveness in identifying the specific needs of the client and achieving specific course objectives which are an integral part of the course design. Unlike many traditional academic programs which rely primarily on lecture and discussion, custom training will most often involve the development or improvement of skills which are applicable and transferable to the work place. These skills, in turn, can be measured and observed in terms of the participants' job performance and become the basis for building a long term training relationship with the client company. Furthermore, the achievement of training results will give the center another important vehicle for marketing its programs to other organizations in the area.

a. **Evaluation**

Each customized program will specify, in behavioral terms, objectives for the participants that compliment the training needs identified for each client organization. For example, course objectives may address such areas as the development of new skills, the improvement of current skill levels, the implementation of new management and supervisory techniques, the increase of participant knowledge in specific job areas, etc. The objectives, in turn, will be evaluated at the conclusion of each program in several ways.

1) **Participant Evaluations**

Included in the design of each customized training program will be a participant evaluation form which will be completed at the conclusion of the course. Evaluations will include the participants 'candid response to the training received, the quality of instruction and the applicability of the course content and material to their jobs. Participants will be free to evaluate the program anonymously to insure that their responses are completely candid.

All course evaluations will be turned in to the Executive Director of the Education & Training Center for the purpose of preparing a final report. This report will be used to evaluate the quality and effectiveness of the training as well as to determine what changes may be made in the future to improve the effectiveness of the program.

2) **Client Reviews**

A final course evaluation report will also be prepared for the client company. This report will include a compilation of the participants' numerical ratings and written responses. Confidentiality will be maintained in identifying specific individual responses and comments.

The final evaluation will be reviewed by the Executive Director of the Education & Training Center in a meeting with those members of the client organization responsible for contracting and monitoring the training. The Executive Director may elect to include the instructor(s) in this meeting to answer any questions raised

by the client and to offer any additional comments that may be helpful in assisting the client gain the maximum benefit from the training.

All course evaluations and reports will be kept on active file in the Education & Training Center for future review and analysis.

3) Job Performance Evaluation

In addition to the course evaluations prepared by the class participants, the Education & Training Center will assist the client observe and evaluate participant job performance to determine the extent to which the training program changed and/or improved job skills. Such assistance will include employee performance appraisals, managerial observation of employee work skills and measurable improvement in employee work output and quality.

Where appropriate, recommendations may be made to the client for additional or advanced training to address needs identified on the job.

b. Testimonials

Following the completion of each training program and course evaluation, it will be the responsibility of the Executive Director of the Education & Training Center to actively solicit letters of recommendation from the client companies. The purpose of these letters will be to compile a book of testimonials for use in securing future clients for the center. Where ever possible, testimonial letters should include a brief description of the program conducted, statements about the results achieved from the training and a recommendation from the client company attesting to their satisfaction with the work of the center.

In addition, permission should be sought from the client company to use their testimonial with other firms who may be considering training programs in the future or who have similar training needs in their companies.

All testimonial letters received by the center will be maintained in a testimonial book for use in presentations to other companies. Quotations and excerpts from these letters may also be used in preparing future advertising and promotional literature for the center.

The Executive Director of the center should also secure permission from client companies to use their name and personnel contact as a referral to those companies wishing to check on the type of training conducted and the satisfaction level of user clients.

Testimonial letters and personal recommendations from satisfied clients are one of the best methods for securing new business and establishing a successful reputation for the Education & Training Center. Every effort will be made to obtain such written documentation.

c. Client Referrals

Satisfied clients are not only excellent references to use with companies interested in customized training programs, they are also valuable sources of referrals to other firms in the area. Because of their personal contact with other companies through professional organizations, business associations and community interests, current clients are often knowledgeable as to other firms in the area who may be excellent candidates for similar training programs. Very often, these clients can recommend specific individuals within these firms to contact for presentations.

Such referrals will not only help the Education & Training Center more quickly identify new business opportunities, but also will serve as an entree into these companies as well.

As in the case of testimonial letters, client referrals will be requested following the completion of all courses conducted by the Education & Training Center. It will be the responsibility of the Executive Director of the center to secure and follow up on all such referrals to determine the kind of training needed.

d. Long Range Training Plans

As was emphasized early in this section, business and industry has an on going responsibility for the training and development of their personnel. To help client companies fulfill this responsibility, the Training & Education Center will strive to establish an on going training partnership with each company. This partnership may begin with the

implementation of a single program. When the program is successful in achieving its objectives, the center is in a unique position to build on this success and assist the client establish long range training plans that can be met, in part, by future programs designed and developed by the Education & Training Center. Such programs should address current and future training needs and be cost effective for the client.

To establish such a training partnership, center staff will be required to become as knowledgeable as possible of all facets of the client's operation. Additional consulting time is frequently required observing actual business operations, meeting with managers and supervisors to discuss department and organization problems and preparing proposals and recommendations for long range plans that compliment the goals and objectives of the company. This time is often non-compensatory yet important in developing the kind of knowledge and trust required to form a solid training relationship.

Center staff assigned to work with a specific client must be prepared, therefore, to invest a portion of their time without compensation to build such long term relationships. The benefits to the Education & Training Center and to Green River Community College are numerous.

1) **New Course Development**

An on going training partnership provides an excellent opportunity to expand the number and types of training programs available through the center. Companies contracting for training in specific areas will frequently desire advanced programs for higher level managers and supervisors which address the same subject. A heightened awareness of the value of training often helps the company identify additional training needs never before addressed by the organization. Successful execution of training courses also solidifies the need for a more formal training structure that provides courses and classes for each level of job in the company.

Whereas not all of the training needs identified may be assigned to the Education & Training Center, a portion will be logical candidates for

development by center staff. In addition, a strong working relationship can be solidified with the client and additional programs included in the curriculum of the center.

2) **Certificate Programs**

Another important benefit to establishing a long term relationship with the client is the development of special certificate programs through the college that will generate student enrollment for other campus courses.

Such programs leading to Basic and Advanced Supervisory Certificates are already available through Green River Community College. In house programs developed by the center should be certified for college credit, where possible, which, in turn, can be applied toward current certificates being offered by the college.

In addition, other certificate programs may be identified as a result of training contracts secured by the center. Some of these potential certificates may be designed for particular industries or types of businesses not currently known. In most cases, however, existing certificate programs will be applicable to managers and supervisors no matter what type of business they are in.

It will be the responsibility of the Executive Director of the Education & Training Center to coordinate efforts with the respective Division Heads and Departments of the college to identify existing and potential certificate programs and market them to clients of the center. Many clients currently offer their employees tuition reimbursement for classes and courses relating to their jobs. By tying the certificate programs to the on going training and development of client personnel, the relationship between the Education & Training Center and its clients can be further solidified.

3) **Degree Programs**

As in the case of the special certificate programs, a number of employees involved in custom training programs will be potential candidates for enrolling in full Associate

Degree Programs currently available through the college. Client tuition reimbursement programs can be utilized here to assist the employees pursue full degrees.

It will be the responsibility of the Education & Training Center to make client companies aware of the degree programs available and encourage supervisory and managerial employees to consider this option.

This concludes the preliminary business and industry sales and marketing plan section. It represents a very ambitious and comprehensive set of strategies and guidelines for establishing a solid base of business for the Education & Training Center and moving the center forward in its efforts to meet the education and training needs of companies in the area.

It should be recognized that the timetable and action plans for implementing each phase of the plan will depend in large measure on the availability of facilities, staff and budgets. An effort was made here to project some of the activities and programs of the center well into 1987 and beyond. Changes, modifications and additions to this plan will be made on an on going basis as the center moves forward with its work.

The Business and Industry segment of the market represents only one potential audience for center programs. In the following section, plans and strategies for the Community and Individual Group segment are addressed.

B. COMMUNITY AND INDIVIDUAL GROUPS

The general Community and Individual Group segment of the market represents a second potential group for training programs developed and conducted by the Education & Training Center. Unlike the Business and Industry segment, however, the need for training programs directed at the general Community market is more difficult to identify and define in the early stages of the center.

The Continuing Education Department of Green River Community College currently offers and publishes a wide variety of courses for the general public that range from leisure and recreation programs to specialized courses for such groups as senior citizens. These type of programs are more suited to Continuing Education and should remain a part of that Division.

As the Education & Training Center establishes permanent facilities and classrooms in the Kent Business Development

Center, it is anticipated that its visibility will generate interest and inquiries from the general Community that may result in referrals to Continuing Education for future course consideration. When ever practical, potential students will be referred to the established courses on campus already part of the Continuing Education program. Inquiries for types of courses not currently offered will be reviewed with the Dean of Continuing Education for potential development if it is determined that there is a sizeable market need.

The Education & Training Center, on the other hand, will focus its attention on general Community programs that fall outside the traditional definition of Business and Industry and yet meet a specific and practical need that can be isolated and identified. The Community market that offers the greatest potential for such programs are organized groups of various kinds. Church groups, civic groups, political action committees, professional groups such as Doctors and Dentists, parent/teacher associations etc. are examples of organized groups of citizens who are candidates for short courses in such areas as Public Speaking, Effective Meetings and Business Planning. The size and number of these groups make them potential candidates for generic programs that can be easily customized to their particular interests. Ministers and Church Leaders, for instance, must make presentations to their congregations, conduct group business meetings and plan church programs. Generic programs that address practical speaking skills or techniques for conducting more effective meetings would have potential appeal for such groups. Because of the number of such groups and associations in the area, special programs offered through the Education & Training Center can be cost effective and repeated throughout the year for different organizations with similar interests. Three distinct steps will be used to address the general community segment of the market:

1) Identification of groups and organizations in the area who may be potential candidates for special course offerings through the center.

2) Communication with the organizations identified to inform them of the training services and facilities available in their area.

3) Targeting of those groups and organizations expressing an interest in the center programs and courses for their members.

It should be noted that the general Community segment of the market will be a lower priority for the center until facilities are available in Kent to handle their needs. Nevertheless, they offer a sizeable market potential and plans need to be formulated to address this segment at the appropriate time.

A discussion of each of the planning steps follows.

1. Identification

The identification of potential Community groups and organizations for the Education & Training Center will come from a variety of sources. The identification process will also involve categorizing the groups, compiling data and information for use in developing generic type programs that can be tailored to their specific situations, storing all data in the center's computer for future reference and accessing this information at such time as an aggressive marketing campaign can be initiated to reach this audience.

Among the sources for identifying Community groups in the area include:

a. GRCC Mail Lists

As was noted earlier in this plan, Green River Community College utilizes an extensive list of some 120,000 names and addresses for mailing quarterly class schedules and special announcements. This list will be screened to identify organizations and associations currently receiving information and course schedules from the college. It may be difficult to identify specific organizations, clubs, churches etc. from such a massive address list, but an initial effort will be made.

b. Local Library Card Files

Many of the local libraries in the area maintain a card file listing, individually, the names, addresses and officers/chairpersons of every club, organization and association in the area. The Seattle Public Library, for example, has several thousand cards on file for the Greater Seattle area. Local community libraries in Kent, Auburn, Renton, Federal Way, Enumclaw etc. will be excellent sources for this information at the local level. In addition, the local libraries have staff research capabilities to assist the center staff identify these organizations quickly. These local resources will be utilized to compile an initial list of community groups for future contact. Green River Community College Library staff may be of assistance in directing the center's work in this area.

c. Local Directories

There are a variety of directories available which provide listings of clubs and organizations in the area which will be an excellent resource for identifying specific community groups of the same type or classification. These directories may be readily available through the libraries, Chambers of Commerce or regional headquarters of the organizations. Once the Education and Training center establishes a set of categories or types of groups, contact will be made to secure any published directories available for use in contacting any local organizations in the area.

d. GRCC Division/Department Networking

The professional faculty and staff of Green River Community College is another excellent source of information and contacts for Community groups in the area. Many of these people participate in such groups and are knowledgeable as to the potential needs of these organizations. It is anticipated that most of the initial contact information can be secured via the previous sources noted. However, the professional faculty and staff will be utilized in the future to help identify local groups for which they can provide an initial entree and introduction.

2. Communications

Once the Education & Training Center has identified and categorized the Community and Individual Groups in the area who are potential audiences for training programs, plans will be established for reaching these groups through a number of communication and marketing vehicles. These vehicles include:

a. Group Needs Survey

As in the case of Business and Industry, a Needs Survey can serve as an important tool for identifying specific training interests of Community Groups and at the same time make them aware of the Education & Training Center. Since the Community Groups market will be a lower priority for the Center until facilities are completed in the Kent Business Development Center, the Group Needs Survey will be conducted in mid 1987 prior to the opening of the new facilities. Two approaches will be used in surveying the unique and special needs of the various groups identified.

1) Group Mailings

A survey document will be prepared for mailing to each of the groups identified. The survey will include a request for organization data and information, types of activities and programs the organization members and leaders are involved in and specific questions regarding special training and educational needs which the group may have that would assist them in carrying out the duties and functions of their organizations.

Included with the survey will be a cover letter explaining the purpose and objectives of the Education & Training Center, the reasons why the survey is being done and a brochure about the center to inform the members of its programs and capabilities.

Information received from the survey will be compiled by the center staff for use in identifying potential programs that can be made available to the groups in response to the needs indicated. All data received from the surveys will be stored in the center's computer for future reference and analysis.

2) **Personal Contact**

In addition to using the group survey document for mailings, it will be important for the center to establish personal contact with a representative sample of groups from each category for the purpose of interviewing key officers or group leaders. This personal contact will enable center staff to conduct more in depth interviews and ascertain the extent to which these groups are viable candidates for special programs.

Some personal interviews may be conducted by telephone using the Groups Needs Survey as the interview script. This will allow the center staff to conduct more interviews in a shorter period of time. When the individual groups and categories are identified, however, several organizations from each category will be contacted for face-to-face interviews. These interviews will provide an opportunity to meet some of the key community group leaders, question them in more detail on the viability of offering training for groups in their category and explain further the work of the Education & Training Center.

b. **Brochure**

When the preliminary survey data is compiled and analyzed and it is determined that there is a need and market for courses and special programs designed for Community and Individual Groups, a brochure similar to the ones used by each of the college's divisions should be prepared. The brochure will describe the basic programs available, a brief description of the Education & Training Center and contact information for interested parties. The brochure will carry the center logo to further establish an identity in the community. In the future, this brochure will be used for mailings in answer to inquiries coming into the center.

c. **Newspaper Articles/Advertising**

As noted earlier in this plan, local newspapers are an excellent vehicle for generating interest and informing the general community of the Education & Training Center. At the Grand Opening of the center, all press releases prepared for the local newspapers, radio and television stations should include a statement about the center's ability to work with various Community groups in developing special training courses.

In addition, community groups who take part in early training courses offered by the center may be candidates for community interest stories in the local papers. It is not uncommon to see pictures of various groups working on projects or making plans for various community activities. The center will be cognizant of these opportunities and will contact local papers directly or through influential group leaders for possible pictures and/or articles of the group members attending classes at the center.

In late 1987 or early 1988, any advertising in local newspapers promoting the courses and activities available through the Education & Training Center may also include the availability of special programs for Community and Individual Groups as a way of generating future interest from such organizations.

d. GRCC Class Schedules/Mailings

Because of the extensive mailing list used by Green River Community College for sending quarterly class schedules and special college announcements, the Education & Training Center should utilize this vehicle for publicizing the availability of special group programs. The use of such mailings, however, will not be part of the center's communications campaign until a solid core of courses is developed and available on a regular basis.

3. Course/Program Targets

It will be important that the Education & Training Center confine its programs and special courses for Community and Individual Groups to a select number of core subject areas that have appeal to the broadest number of groups and individuals. In this way, these programs can be economically profitable and self supporting.

The Group Needs Survey will be the most effective tool for identifying the training needs as described by the groups responding to both the mail survey and personal interviews. When all data is analyzed and specific subject areas identified, two steps will be taken by the center to formulate a group of core courses that will be part of the basic curriculum.

a. **Current GRCC Courses**

A survey of current classes and courses offered by Green River Community College will be conducted to determine the availability of materials and instructors which are applicable to the group needs identified. This will enable the center staff to utilize the existing resources and faculty of the college to work with interested community groups. Although some customization of existing course offerings will have to be done to more carefully fit the needs of special groups, the time frame for preparing such programs will be greatly reduced.

Groups expressing an interest in courses that already exist can be trained on campus or in their own facilities thus reducing the pressure for limited classroom space at the Education & Training Center. The identification of qualified and interested faculty members to conduct these programs will also allow the center to take advantage of the existing instructional resources of the college and involve more members of the faculty in the work of the center.

b. **New Course Offerings**

In cases where training needs are identified for courses that are not currently offered by the college, a decision will be made as to whether such programs should be designed as part of the core curriculum. Again, only those programs that offer the broadest community appeal will be included in the basic course offerings. It is anticipated that the initial number of courses designed for the Community and Individual Group market should not exceed five (5). In this way, the programs can be more easily managed and directed by the center staff. These core courses will be included in the brochure described in Section B-2-b.

Any special requests for group training classes not on the current curriculum will be reviewed by the Executive Director of the Education & Training Center to determine the economic viability and broad market appeal for such programs.

This concludes the preliminary Community and Individual Group sales and marketing plan section. The implementation of this section of the plan is projected to begin in mid 1987 just prior to the opening of facilities for the center in the Kent Business Development complex.

C. COMPETITIVE DATA

The establishment of the Education & Training Center as a branch of Green River Community College places it in direct competition with a wide variety of training and educational organizations and institutions. Many of these competitors offer similar programs and courses directed at the same market segments. It will therefore be important that the Education & Training Center establish a system and procedure for collecting, cataloging and analyzing information and data on competitors throughout the market. Such information will be used to:

1) Identify the kinds of training programs and courses being offered to potential clients in the marketplace by competing vendors.

2) Determine course content and instructional design of these programs.

3) Evaluate pricing structure as well as sales and marketing strategies used by competing organizations and institutions to solicit and secure new business.

This information will serve as a valuable resource for center staff in planning future programs and identifying potential markets.

The following is a listing of the types of organizations and institutions currently providing education and training programs. It will be important that the Education & Training Center begin immediately to secure literature, brochures, catalogues and sales materials from these suppliers and to establish a comprehensive data base for future reference and planning purposes. Although some of this information may already be available at Green River Community College, the Education & Training Center should maintain copies of all such materials for easy access and reference.

1. Community Colleges

Course catalogues and special program brochures from the major community colleges in the State of Washington should be secured. Of particular interest will be information from those colleges currently working in conjunction with other business incubators in Washington and other states throughout the country.

2. Vocational Schools

A number of the Vocational schools in the state have developed special courses and programs for particular market segments that compete directly in markets identified by the Education & Training Center. Literature, brochures, catalogues and special announcements from these institutions should be secured for the competitive data files.

3. Colleges and Universities

Four year colleges and universities have been active in conducting special business and community interest programs for a number of years. The Executive Development Program at the University of Washington is an excellent example of the kinds of programs available to businesses that have established a loyal following throughout the area. It will be especially important to secure all course brochures from these institutions to evaluate course subjects covered, program formats and design. It will also be useful to look at the literature and brochures to generate ideas for producing printed materials for the center in the future.

4. Business Incubators

Virtually every business incubator that has been established in the State of Washington and in other parts of the country have an established working relationship with some educational institution for the purpose of offering training and consulting services to their clients. It will be useful for the Education & Training Center to contact the existing business incubators in the state to determine the kinds of educational and training services being provided to their incubator tenants via these institutions. Any written materials and brochures describing the education and consulting services provided by the incubator to solicit new tenants will be of particular value to the center.

5. Private Training Vendors/Consultants

By far the largest segment of the training and education market directed at Business and Industry is through private training and consulting organizations. It would not be practical or useful to attempt to secure information from the hundreds of private training companies and organizations operating in the market today. It will be useful, however, to make selective inquiries of major organizations whose reputation and experience is highly regarded by the business community and whose client base is representative of the kinds of companies the Education & Training Center would like to secure in the future.

6. Professional Organization and Associations

Many professional organizations and associations offer training programs and seminars to their members on an on going basis. This is especially true of national associations that maintain local and regional chapters all over the country. It will be useful to secure information and data on the types of courses offered by these organizations as they frequently sponsor programs conducted by outside professionals with expertise in specific subject areas.

It will be the responsibility of the Executive Director of the Education & Training Center to work with the center staff to define the kind and type of competitive data desired from each of the groups listed here so that procedures can be established immediately and competitive information requested for the center's data base.

SECTION VII

SUPPORT FOR THE

KENT BUSINESS DEVELOPMENT CENTER

PURPOSE AND OBJECTIVES

In serving the needs of the Kent Community the Education & Training Center, as anchor tenant in the Kent Business Development Center, will assist in providing education, training, consulting and secretarial support to the extent possible within the limitations and constraints imposed by college policy, state law and the Operational Business Plan of the Education & Training Center. Some of the services the center can provide are as follows:

1. **Professional Secretarial Services**

   Secretary Services - (supervised by a professional secretary with editorial skill, grammar, knowledge of types of letters, a real professional to assist in putting out information, typing different types of business correspondence, supervising work study and business students). The person selected needs to be able to provide the center high quality support. Three to four students will help the various companies with mailing lists, general typing, etc.

2. **Professional Receptionist Services**

   A qualified person to answer a central telephone system during normal working hours taking messages and greeting guests. (Perhaps a work study student!)

3. **Assistance in Sorting and Handling Mail**

   Work Study Staff to sort and deliver mail.

4. **Special Professional Consulting**

   Consulting in the form of advice ranging from accounting, marketing, legal, production etc. Assistance will be recruited from volunteers within the community, some services may be billed at a modest fee. (Funds have been requested for a Small Business Development Center to assist in providing these services.)

5. **Development of Special Topic Seminars**

College would provide special topic seminars, at low cost, of interest to small businesses. Seminars and course tuition will be kept at the lowest rate possible to support the cost of offering training.

6. **Library Services Will Be Made Available**

Library - and access to the college library - (The center would collect material on small business development.) The ETC would look into the possibility of subscribing to an informational service like Dialogue.

7. **Use of Computers When Not-In Use**

Use of computers when they are not in use by regular classes. (Some computer time may be charged to clients to help maintain and service the equipment.) Clients may also enroll in a self-paced computer programs.

8. **Dictating Equipment To Be Made Available**

Dictating equipment will be available to allow businesses to call the secretarial support group with special instructions for writing memos, letters, etc.

9. **Standardization Computer Software**

The Education & Training Center will work with the Kent Business Development Center for the standardization of software for use in IBM type compatible computers.

10. **GRCC Will Try To Provide Carpentry Support**

GRCC carpentry program will assist in building remodel contingent on program schedule and project size. Request needs to be made at least one quarter in advance.

SECTION VIII

ACTION PLAN & TIMETABLE 1986-87

EDUCATION AND TRAINING CENTER GOALS

PURPOSE AND OBJECTIVES

The Action Plan and Timetable set forth the major short range goals of the Education & Training Center. The timetable is a planning estimate of the activities to be accomplished over the 1986-1987 school year.

1. Design and develop a comprehensive Business Plan

The Education & Training Center Business Plan includes the following:

a. Mission Statement
b. Functions and Services
c. Operation and Organization
d. Staffing
e. Contracting Procedures
f. Sales and Marketing Plan
g. Timetable and Action Plan
h. Budgets and Expenditures
i. Long Range Plan

2. Establish a physical presence in Kent by January 1, 1987

a. Office facility set up within the proposed complex
b. Telephone number and small conference room for meeting with members of the community, business, government, potential students etc. within Kent
c. Encourage active involvement in community organizations and clubs representing the Education & Training Center i.e. Chamber of Commerce, Rotary, Kiwanis, Mayoral Committees, etc.
d. Interface with Executive Director of the Kent Business Development Center to counsel with potential entrepreneurs, business contributors for the center, governmental agencies and financial grant providers.

3. Conduct a comprehensive Needs Assessment

The assessment will determine the targeted needs to be addressed by the Education & Training Center. The needs assessment will serve the following:

a. As a basis for face-to-face follow-up with target companies in the area for future training programs to be conducted via the Education & Training Center or GRCC on-campus courses.
b. By identifying specific needs within business and the community in general which necessitate future course planning and development via the center staff and campus divisions.
c. To serve as the basis for potential articles, speeches, presentations etc. to the following kinds of audiences:

1. Professional faculty and administration
2. Civic groups and professional organizations
3. Business and industry in the area
4. State Boards and Commissions interested in getting greater involvement for Community Colleges in the community
5. Newspapers, Community College publications, State Vocational Education publications, Legislative publications etc.

4. **Develop a working relationship with the Business Division**

The business and industry needs of center clients will frequently require the assistance and expertise found in the Business Division. To facilitate this relationship the following items will be explored:

a. Identification of business instructors, full-time and part-time, who have had outside business consulting experience.
b. Identification of business instructors who have a strong interest in developing personal consulting expertise and who wish to become involved in the Education & Training Center.
c. Identification of subject matter areas which lend themselves to meeting the needs of business and industry as determined by the Needs Assessment.
d. Identify faculty whose respective areas, or discipline, can be utilized to develop future programs which meet business and community needs and who are qualified to design, direct and/or teach such programs at the future center or on campus.
e. Discuss teaching schedules and course scheduling for business classes on the main campus to see if there is adequate flexibility for daytime consulting.

5. **Sponsor and conduct informational programs**

The center will offer interested faculty an opportunity to learn about some of the most recent programs being introduced to business. Some of the latest training materials will be collected in the center library. Such programs will be helpful in achieving the following:

a. Acquaint faculty members with the goals, objectives and purpose of the Education & Training Center.
b. Introduce interested faculty to new management concepts and ideas being implemented in business today.
c. Maintain open lines of communication between the center and the professional faculty of the college for the purpose of enhancing teamwork and improving professional knowledge.
d. Create an opportunity for on-going dialogue, idea sharing and future programming.

SECTION VIII

ACTION PLAN & TIMETABLE 1986/87

PROJECT	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
GOAL I. Develop A Comprehensive Business Plan										
Business Plan	25									
Business Plan Approval	1---15									
Bldg. Design					1----------30					
GOAL II. Establish Working Relationship With Business Division										
Faculty/Staff Orientation	30									
Business Div. Briefing/Disc		30		30						
GOAL III. Conduct Comprehensive Educational Needs Assessment										
Community Needs Assessment		1--------15								
Mail Lists		1-15								
Quest Design		1-15								
System Design		1-15								
Survey Sent					15					
Interviews					25---10					
Rept. Prep.					10---15					
Rept. Submitted							17			
C.V.T. Grant Rept.				15						
GOAL IV. Establish A Temporary Physical Presence In Kent										
E.T.C. in Kent										
Temp. Office										15
3 Person Staff										15
Director										
Office Mgr.										
Ex Secretary										
Working w/Kent Bus. Dev. Center (Support Svcs.)						15				
GOAL V. Sponsor And Conduct Informational Programs										
Faculty/Staff Development							30----------30			
Informational							30----------30			
Professional Business Development							30----------30			
Brochure							30----------30			

EPILOGUE

The successful development and operation of the Education & Training Center will depend on the ability of the center to carry through on the business plan. There are three issues that must be addressed in looking ahead over the next twelve months.

A. PROFESSIONAL STAFF

The center, as it now exists, consists of two people - an Executive Director and Office Manager. The Business Plan calls attention to the need for an Executive Secretary to support the Education & Training Center as well as the Kent Business Development Center.

The cadre of professional staff that will permit the center to custom design programs, to build unique instructional packages (i.e. a program training people in making Technical Presentations, a Retail Sales Program, etc.) requires a few highly skilled professionals.

Of course, those members of the college who are interested, qualified and committed can be a valuable resource to the Center. We can also use the traditional "part-time" list of faculty. Yet, the need for quality professionals who bring to the center a breadth of upper level corporate and managerial experience, as well as consulting and teaching skills, suggests the center look beyond traditional teaching resources.

We can find quality consultants but need to think of innovative and creative ways to retain them in the service of the college. Ideas like the following should be explored:

1. Consider issuing part-time consulting contracts that bind the consultant to the Education & Training Center operation for a specified number of hours.

2. Consider providing a yearly retainer that can be earned by consulting assignments to include developing center generated training packages, needs assessments, instruction, follow up and selling

3. Consider hiring, as a regular full-time tenured instructor, persons dedicated to the center for their assignment, with an provision allowing center staff to assume some part time teaching in regular college Divisions should the need arise to meet someone's full load.

B. BUDGET

There is a need for the Executive Director and Office Manager to have a working knowledge and understanding of the budget and accounting requirements for center operations. The implementation of the Business Plan will require both capital and administrative expenditures.

Budget meetings involving the subject of funding for the Education & Training Center should be held in early January, prior to the center moving to the Kent site. A thorough understanding of the budget and the financial review process is critical to planning for equipment, staff, development projects and sales promotion.

Upon review and approval of the center budget, a formal financial statement and plan can be prepared. Until we know what funding is budgeted for the center it is not possible to include a Financial Statement in the overall Business Plan. Moreover, it is difficult to know what parts of the Business Plan can be implemented until funding is determined.

C. EQUIPMENT

The lead time for ordering office and classroom equipment will require appropriate budgets and purchase order authorization in order to assure on time delivery of the equipment needed for the center.

An Equipment List is being prepared and will be submitted as soon as it's completed.

BUSINESS PLAN 1986/87 APPROVAL

Approval_____

Richard Rutkowski
President, Green River Community College

_____
Date

Approval_____

Dr. Harold Taylor
Vice President For Instruction

_____
Date

APPENDIX C

ADDRESS TO THE STATE BOARD

FOR COMMUNITY COLLEGE EDUCATION

ADDRESS TO THE STATE BOARD FOR

COMMUNITY COLLEGE EDUCATION

By Dr. Harold W. Taylor
Green River Community College

Good evening ladies and gentlemen. I'm Dr. Bill Taylor, Dean of Instruction, Green River Community College. It is a pleasure for me to be here to share with the Board some exciting and innovative programs that are taking place in the Kent Valley, especially the support for small business and plans for an Education and Training Center that will provide education and training opportunities for those Dr. Terrey refers to as the "Fifth Generation." I also want to secure the Board's Lease approval for Green River Community College's participation in a cooperative venture for economic development involving business and industry, local government, real estate developers and the residents of the Valley.

One need only look around the entire valley to see the growth and development that has taken place throughout the region. Companies and industries who, only a few years ago, were in their infancy, have become major innovators in their respective fields and now employ thousands of people in their plants, offices and research facilities.

Companies like Flow Industries have grown from a single entity, to more than six companies, each extending their research and technology into new fields and markets. Today,

Flow employs some 1200 people and is a classic example of an incubator company.

Manufacturing and high technology companies continue to look at the Northwest and Puget Sound for new plants and manufacturing facilities. Organizations like Raleigh Bike, recently locating in the Valley, have experienced a high rate of growth as a result of their unique technology and the national interest in bike riding as a sport and recreational pastime. And their employment base has increased proportionately.

New retail and service establishments continue to spring up throughout the area. The City of Kent has undertaken an aggressive plan to help shape their future including downtown development, new streets and shopping areas, and a strong commitment to improve the quality of life for all.

The entire Valley is shifting from agriculture and warehousing to a more diverse and growth oriented new business environment. That has been one of the top priorities of the Kent community. The City of Kent's downtown development efforts has sparked an interest by the City, the Chamber of Commerce, and Developers in attracting and fostering new business development that strengthens the economic base and creates new jobs. The road they must travel presents both opportunities and pitfalls.

The greatest opportunity for expanding the economic base of the area lies in the establishment and nurturing of Small Business. (TURN ON OVERHEAD # 1) According to the President's report on THE STATE OF SMALL BUSINESS, small enterprises of less than 20 people generate most of the net new jobs in the economy. Small business has been responsible also for the development of more than one half of all major technological innovation.

But despite the opportunities presented by Small Business, (TURN TO OVERHEAD # 1) Federal support for these enterprises continues to decline. The responsibility for supporting and encouraging Small Business development is shifting to private initiatives, to cooperative programs and to joint ventures in the private sector.

Yet the sad fact remains, that the greatest generator of new jobs in our society, Small Business, experience a rate of failure of 80% within their first five years. The failure rate of Small Business is not attributable to the owners lack of technical competence to produce a product or service. Instead, I would draw your attention to the specific reasons given for small business failure. (TURN TO OVERHEAD # 2)

1. Insufficient Planning
2. Under Capitalization
3. Lack of Proper Management

4. Inadequate Sales and Marketing Skills
5. Lack of Management and Employee Training

The high failure rate for small business presents a unique and challenging opportunity. Most of the causes of business failure can be addressed through: (TURN TO OVERHEAD # 2)

1. Specialized Training
2. Business Consulting Services
3. Relevant Education Programs
4. Cooperative Educational Ventures

We at Green River College strongly believe that we have the experience, flexibility and capacity to address these shortcomings. The failure rate of small business can be significantly reduced by effectively applying our existing resources in a more innovative and relevant way.

The most startling fact of all, is that despite the resources currently available to them, 75% of small businesses have NEVER utilized the Community College for help or assistance in addressing their business and training needs. In a recent study entitled "Employee Training Needs As Expressed By Employers In Washington State," two thirds of the companies surveyed had never used the services and programs of a Community College. Three fourths of the small businesses had NEVER turned to the Community College as a training and educational resource.

What is even more revealing, are the reasons they give for not using the Community Colleges:
(TURN TO OVERHEAD # 3)

1. They are unaware of the program offerings of these schools.
2. The programs offered are PERCEIVED as not being relevant to their needs.
3. They believe that the training offered is not specific enough to address their particular problems.
4. The institutions are PERCEIVED as being inflexible in adapting courses and programs to fit their requirements. (TURN OFF OVERHEAD)

All of these facts have created a sense of frustration and abandonment in the business community. In studying these facts, Green River Community College took two important steps toward addressing the needs of small business.

First, in June of 1985, representatives of Green River Community College attended a Small Business Incubator Conference in Spokane, Washington to learn more about the innovative programs being developed around the country. We learned that, programs are being designed as cooperative efforts on the part of business, industry, government and educational institutions. And that these programs recognize

the important role training and education play in the success of these ventures. We were encouraged to learn that small business incubator operations in some states have achieved as high as an 85 PER CENT SUCCESS RATE for new businesses, dramatically reversing the high failure rates of the past.

At the Spokane Conference, I had the pleasure of meeting a contingent of representatives from the City of Kent. They too expressed a similar desire to learn more about the cooperative business programs that would compliment their overall plans for the city's future.

The second important step taken by the college was to apply for a grant from the Commission for Vocational Education to further study the business and community needs for training and education via a Small Business Incubator where Green River Community College could serve the needs of new as well as existing business in the community.

Through such contacts as the International Association of Business Incubators, by visiting existing Incubators in the State of Washington such as Spokane and Everett, by interacting with planners and developers of the Seattle Incubator project, and by staying abreast of the literature and research in the field through such organizations as the Small Business Administration, GRCC re-confirmed the fact that a critical element to the success of business

incubators, and to the success of small business in general, was the establishment of an Education and Training Center that could serve as an anchor tenant providing the educational programs, guidance, training and consulting services so desperately needed. The Center could create an educational resource that will indeed be flexible, adaptive and responsive to new and existing business.

The mission directive of The State Community College Act of 1967 challenges us to offer creative and imaginative training and service to meet the changing needs of the community. The college's more traditional role is expanded by our own mission statement which recognizes the need for flexibility, modernization and adaptability in meeting those same needs.

The need for innovation was further supported by the Employer "Training Needs" study I mentioned earlier. The study emphasized the limiting view business and industry has of the college's capacity to meet their training needs. The study not only revealed the limited perceptions businesses hold of the colleges to respond in a RELEVANT and MEANINGFUL way, but also pointed to the fact that colleges have not maximized their capacity to reach the needs of the community.

Recognizing the tremendous challenge and opportunity to better serve the community, Green River Community College set about, <u>in earnest</u>, to work with the Kent Chamber of

Commerce, the City of Kent, interested community and business leaders in the Valley to formulate an initial plan for the establishment of a Small Business Incubator for the Kent area. The committee conducted a national survey of business incubators to gather data on their structure, operational procedures, charters, staffing, budgets, and their business success rates.

In addition, Green River Community College applied for grant monies from the CVE and also from the Private Industry Council to begin establishing business plans, organizational structure and by-laws for the Kent Center. After one year, and over 2500 hours of volunteer work, we have established today, the current Kent Business Development Center organization and governing Board. (TURN ON OVERHEAD # 4A)

1. Board of Directors (TURN TO OVERHEAD # 4A)
2. Executive Director and Center Staff
3. Standing Committees
    a. Executive Committee (TURN TO OVERHEAD # 4B)
    b. Finance Committee (TURN TO OVERHEAD # 4C)
    c. Development Committee (TURN TO OVERHEAD # 4D)
    d. Operation Committee (TURN TO OVERHEAD # 4E)

We are proud and excited about what has already been accomplished in establishing the Kent Business Development Center to date, but also of the role Green River Community

College has played in helping to move this project forward. (TURN OFF OVERHEAD)

But the success of the Business Development Center will depend in large measure on the support services and educational services brought to bear on the needs of small business. (TURN ON OVERHEAD # 5) Imagine if you will, an Education and Training Center that can develop custom training programs in such areas as Effective Supervision, Professional Sales, Leadership, Quality Improvement Programs and Technical Communications courses. (TURN TO OVERHEAD # 6) Envision again, Self-Paced Learning Programs to include computer learning labs, microcomputer training, video learning programs and computer software training.

(TURN TO OVERHEAD # 7) In addition to the training and education programs, the Education and Training Center will allow for the development of business networks and advisory committees to help bridge the gap between industry needs and the educational curriculum of the college. The opportunity for joint educational ventures and trainer programs to better prepare business operators with the skills needed to meet their internal training requirements. The Center will have the capability to sponsor national and regional speakers for seminars on such current subjects as productivity, quality control, participative leadership and organizational development.

(TURN TO OVERHEAD # 8) The long term objectives for the Center include Research and Development capabilities to assist businesses conduct training needs assessments, design and develop special course curriculums and test for learning outcomes. Eventually, the Education and Training Center will have the capacity to publish a Newsletter to help bind the diverse business segments by keeping them abreast of the latest programs and center research.

These are the objectives, goals and plans for the College's involvement in the Kent Business Development Center. And what a unique program it is. Since that first Incubator Conference in Spokane in June of 1985, we have achieved cooperation and support for the Center throughout the community. (TURN ON OVERHEAD # 9A)

We have established broad support beginning with the City of Kent, the policy making and governing body of the city; (TURN TO OVERHEAD # 9B) from the business community via the Kent Chamber of Commerce; (TURN TO OVERHEAD # 9C) from the Private Industry Council which is represented on the Board of Directors and who contributed $50,000 in initial funding to make the Development Center a reality; (TURN TO OVERHEAD # 9D) the Commission for Vocational Education which has provided funding for preliminary research to identify the training and educational needs of the community.

(TURN TO OVERHEAD # 9E) To oversee the Development Center, we have an established Board of Directors with operating committees representing a wide range of business interests throughout the Valley. An Executive Director for the Center is already on board and will eventually include a Center support staff to assist new business tenants.

(TURN TO OVERHEAD # 9F) And finally, we have real estate developers who plan for a new and highly visible facility located in the heart of Kent's Central Avenue renewal project. This is an ideal location for the establishment of the Business Development Center and the Education and Training Center.

As you can see, we have accomplished much in the past year by joining with business and civic leaders, interested and concerned citizens from the community and thousands of hours of volunteer time to achieve what we called only 8 months ago "Future Visions." (TURN OFF OVERHEAD) I would like to share with you those visions in a short presentation developed to inform and educate the community to the goals and objectives of the Center.

(SHOW AUDIO/VISUAL SLIDE SHOW - FUTURE VISIONS)

In one short year, we have moved the concept for a Business Development Center from an idea to a reality. (TURN ON OVERHEAD WITH # 9F) But as you can see from the chart, several key pieces are yet to be put in place. (TURN TO OVERHEAD # 9G) Today, we stand before this Board and ask you to help us continue these efforts by joining Green River Community College in pledging your active support for our participation as the anchor tenant in this exciting and innovative program.

To solidify our involvement in the Kent Business Development Center, we are requesting the State Board's approval of the college's request to lease space in the small business incubator, and we ask the State Board to direct their staff to expedite our request to the Higher Education Commission and to the Office of Financial Management. (The timeline for approval of the lease is critical in light of the pending negotiations between the Kent Business Development Center and the Developer).

It is our belief that by bringing our off campus programs in the Valley into a single Center, Green River Community College positions itself to carry out the mandate of this Board and our own educational objectives -- to offer educational, training and service programs to meet the needs of both the communities and students we serve.

In conclusion, I would like to take a moment to introduce the Board to a distinguished panel of guests whose commitment to the economic growth and development of the Kent Valley has been instrumental in establishing the Business Development Center in the heart of this growing region.

1. Mayor, City of Kent - Dan Kalleher
2. President, Board of Directors, Kent Business Development Center - Clarence Smith from Flow Industries
3. Chairman, Private Industry Council - Chuck Hardaway
4. President, Kent Chamber of Commerce - Mary Williams
5. President, Green River Community College - Rich Rutkowski
6. Executive Director, Kent Business Development Center - Anthony Retford
7. Executive Director of the Green River College Education and Training Center - Dr. Larry Galloway

Thank you for your attention and for your active support.

KEY FACTORS IMPACTING THE NEED FOR SMALL BUSINESS DEVELOPMENT CENTER

- The President's report on the STATE OF SMALL BUSINESS "Small enterprises generate most of the net new jobs in the economy"

- Federal support for small businesses declines. Responsibility shifts to private initiatives, cooperative programs, and joint ventures.

- 80% of small businesses fail within the first five years
  - Insufficient Planning
  - Under Capitalization
  - Lack of Proper Management
  - Inadequate Sales and Marketing Skills
  - Lack of Management and Employee Training

- Most causes of business failure can be overcome through
  - Specialized Training
  - Business Consulting Services
  - Relevant Education Programs
  - Cooperative Educational Ventures

- **75% of small businesses have NEVER utilized community colleges or vocational schools**
  - Unaware of program offerings
  - Programs perceived as not relevant
  - Training not specific to needs
  - Institutions perceived as inflexible

KENT BUSINESS DEVELOPMENT CENTER

BOARD OF DIRECTORS

EXECUTIVE DIRECTOR

EXECUTIVE
COMMITTEE

FINANCE COMMITTEE

DEVELOPMEN
COMMITTE

OPERATIONS
COMMITTEE

MEETING THE NEEDS OF BUSINESS AND INDUSTRY

CUSTOM TRAINING PROGRAMS

- Effective Supervision
- Professional Sales
- Productivity Circle Programs
- Quality Improvement Initiatives
- Technical Communications

SELF-PACED LEARNING PROGRAMS

- Computer Learning Lab
- Microcomputers
- Video Learning Programs
- Computer Software Training

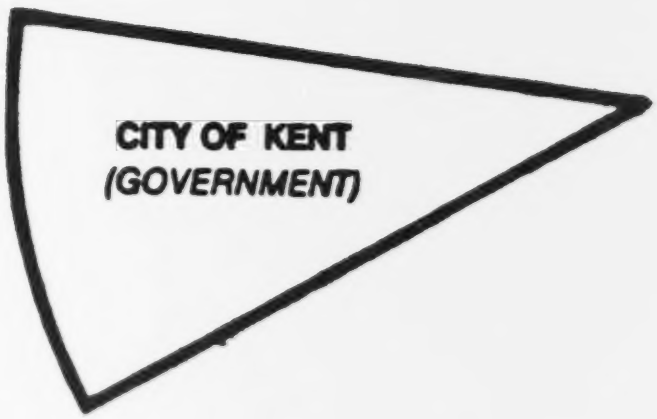
BUSINESS AND INDUSTRY NETWORKING

- Business Advisory Committees
- Joint Educational Ventures
- Train the Trainer Programs
- Special Seminars and Speakers

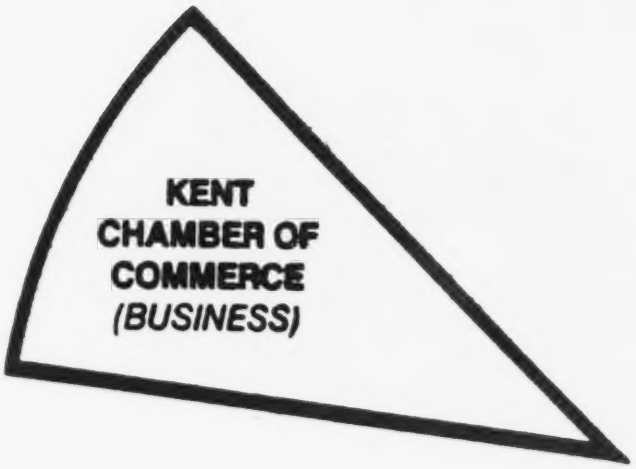
RESEARCH AND DEVELOPMENT

- Training Needs Assessment
- Curriculum Design and Development
- Testing Learning Outcomes
- Training Newsletter

BROAD BASED SUPPORT FOR THE KENT BUSINESS DEVELOPMENT CENTER



9A

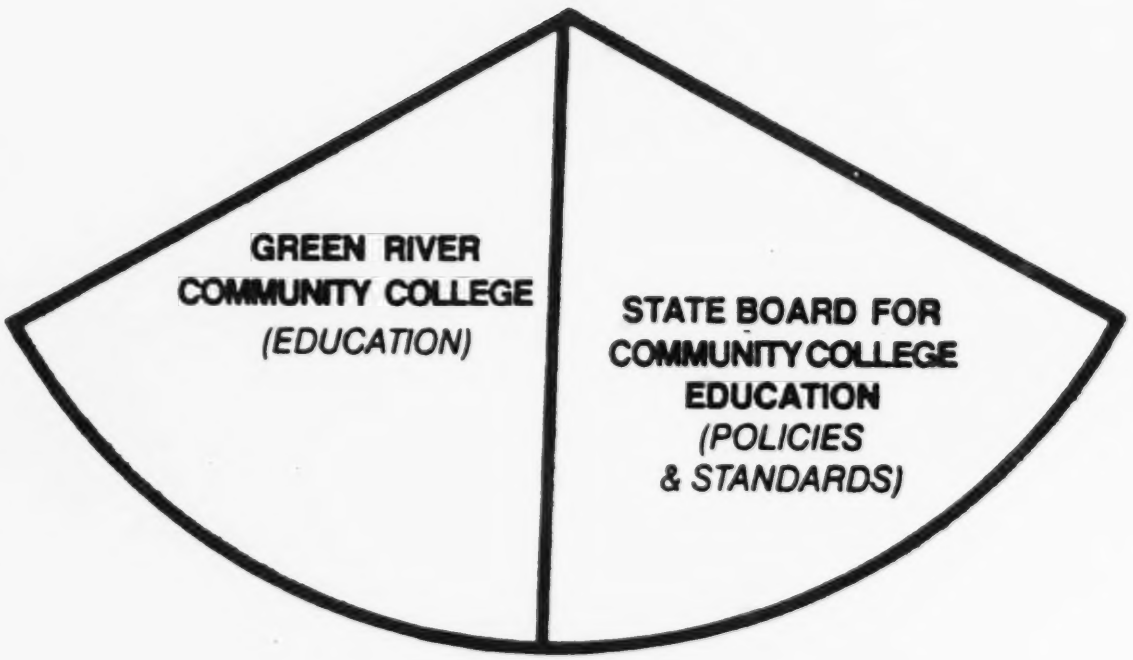

KENT
CHAMBER OF
COMMERCE
(BUSINESS)

PRIVATE
INDUSTRY
COUNCIL
(FINANCIAL)

COMM.
FOR
VOC.
ED.
RE-
SEARCH

BOARD OF
DIRECTORS
(CENTER DIRECTOR
& SUPPORT STAFF)

REAL ESTATE
DEVELOPERS
(FACILITIES)


GREEN RIVER
COMMUNITY COLLEGE
(EDUCATION)
STATE BOARD FOR
COMMUNITY COLLEGE
EDUCATION
(POLICIES
& STANDARDS)

APPENDIX D

CONFIDENTIAL SURVEY

OF

BUSINESS NEEDS AND PROGRAMS

EDUCATION & TRAINING CENTER

CONFIDENTIAL SURVEY OF

BUSINESS TRAINING NEEDS AND PROGRAMS

DIRECTIONS: The information you supply on this survey document will be held in strictest confidence. All data will be used for research purposes by the Education & Training Center. Any information requested which you do not wish to provide simply should be omitted.

A final summary of the data will be prepared and made available to those companies who participate in the survey. Please circle the number corresponding to your response.

SECTION I - BACKGROUND INFORMATION

It is important to know some basic information about you and your company. Circle the most appropriate response to each question or statement as indicated.

Name and Address
(Optional)

Name _____ Title _____

Company _____

Address _____ Telephone _____

City _____ State_____ Zip Code _____

Type of Business

1. Industrial Manufacturing
2. Consumer Products Manufacturing
3. Distribution
4. Transportation
5. Retailing
6. Service
7. Other (specify _____)

Number of Employees

1. 1 - 25
2. 26 - 50
3. 51 - 100
4. 101 - 500
5. 501 - 1000
6. over 1000

Annual Sales Volume

1. Under $100 thousand
2. $101 - $250 thousand
3. $251 - $999 thousand
4. $1 - $25 million
5. $26 - $50 million
6. over $50 million

Years in Business

1. Less than 2 years
2. 3 - 5 years
3. 6 - 10 years
4. 11 - 25 years
5. over 25 years

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Indicate your level and area of responsibility in the company. (circle one only)

Position in the Company	Area of Responsibility
1. Senior Executive	1. General Management
2. Upper Management (Division Manager, Unit Manager)	2. Human Resources
3. Middle Management (Department Head)	3. Finance
4. Supervisor	4. Sales/Marketing
5. Other (specify _____)	5. Manufacturing
	6. Training
	7. Other (specify _____)

Indicate the extent of your responsibility with respect to employee training in your company: (circle one response for each area listed)

	Part of my responsibility is to:			
		Approve	Make Recommendations	Not My Concern
		2	1	0
1.	Formulate company training policies	2	1	0
2.	Plan annual training budgets	2	1	0
3.	Identify types of company training needed	2	1	0
4.	Select company personnel for training	2	1	0
5.	Select training courses to be conducted	2	1	0
6.	Select instructional staff to conduct training	2	1	0
7.	Evaluate training results	2	1	0
8.	Administer company training policies	2	1	0
9.	Evaluate individual employee training needs	2	1	0
10.	Maintain training records and reports	2	1	0

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SECTION II - CURRENT TRAINING ACTIVITIES

Considering the past three (3) years, please indicate the level of employees for which training has been conducted and the sources of training used.

Training programs have been conducted for the following types of employees: (circle one response for each level of employee)

	Yes	No
	1	0
1. Senior Executives	1	0
2. Upper Management (Division Mgrs. Unit Mgrs.)	1	0
3. Middle Management (Dept. Heads)	1	0
4. Supervisors	1	0
5. Administrative/ Clerical	1	0
6. Hourly	1	0

The primary sources of training used are: (circle one response for each source)

	Yes	No
	1	0
1. 4 year Colleges & Universities	1	0
2. Community Colleges	1	0
3. Vocational/Technical Schools	1	0
4. Outside Professional Seminars	1	0
5. Private Training Companies	1	0
6. In-House Training Staff	1	0
7. Current Mgrs./Supervisors	1	0
8. Others (specify _____)	1	0

Indicate how frequently your company has used the following training formats: (circle one response for each format)

	Often	Sometimes	Never
	2	1	0
1. Classroom Lecture/Discussion	2	1	0
2. On The Job Training (OJT)	2	1	0
3. Audio/Visual Programs (pre-packaged)	2	1	0
4. Self Paced Learning Programs	2	1	0
5. Custom Designed Training Programs	2	1	0
6. Self Study Programs (Company Books/Manuals)	2	1	0
7. Home Study Courses	2	1	0
8. Vendor/Supplier Training Programs	2	1	0
9. Other (specify _____)	2	1	0

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Indicate how frequently your company has used the following types of facilities for training: (circle one response for each type)

		Often	Sometimes	Never
		2	1	0
1.	Company Conference and Meeting Rooms	2	1	0
2.	Employee Work Areas	2	1	0
3.	College/Vocational School Facilities	2	1	0
4.	Hotel/Motel Meeting Facilities	2	1	0
5.	Corporate Office/Training Center	2	1	0
6.	Conference Center/Resorts	2	1	0
7.	Others (specify _____)	2	1	0

Indicate your level of satisfaction with the following aspects of your training activities: (circle one response for each aspect)

		Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Does Not Apply
		0	1	2	3	4	5
5	Training is adapted to specific employee needs	0	1	2	3	4	5
5	Programs address specific skill objectives	0	1	2	3	4	5
5	Availability of on-site training facilities	0	1	2	3	4	5
5	Quality of course training materials	0	1	2	3	4	5
5	Use of audio visual equipment	0	1	2	3	4	5
5	Use of training films	0	1	2	3	4	5
5	Availability of qualified trainers in the company	0	1	2	3	4	5
5	Use of relevant case studies	0	1	2	3	4	5
5	Use of course evaluations for each program	0	1	2	3	4	5
5	Availability of follow-up training courses	0	1	2	3	4	5
5	Presentation of new concepts in our industry	0	1	2	3	4	5
5	Use of technical training to up-date skills	0	1	2	3	4	5
5	Use of training to improve management skills	0	1	2	3	4	5
5	Evaluation of participants during training	0	1	2	3	4	5
5	Variety of courses/programs offered to employees	0	1	2	3	4	5
5	Preparation of trainees to handle their jobs	0	1	2	3	4	5
5	Training costs per employee trained	0	1	2	3	4	5
5	Support for training by top company management	0	1	2	3	4	5

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Indicate your level of satisfaction with the following aspects of your training activities: (circle one response for each aspect)

		Does Not Apply	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
		5	4	3	2	1	0
5	Annual training budget allocation	5	4	3	2	1	0
5	Training record keeping	5	4	3	2	1	0
5	Use of outside professional trainers/instructors	5	4	3	2	1	0
5	New employee orientation	5	4	3	2	1	0
5	Employee response to current training courses	5	4	3	2	1	0
5	Use of off-site training facilities	5	4	3	2	1	0
5	Use of realistic role play in training	5	4	3	2	1	0
5	Use of video tape for training and feedback	5	4	3	2	1	0
5	On the job training (OJT)	5	4	3	2	1	0
5	Identification of employee training needs	5	4	3	2	1	0
5	Time allotted for training programs	5	4	3	2	1	0
5	Use of outside courses and programs	5	4	3	2	1	0
5	Measurement of training effectiveness	5	4	3	2	1	0
5	Updating of current courses on an on-going basis	5	4	3	2	1	0
5	Tuition reimbursement policies for outside courses	5	4	3	2	1	0
5	Level of employee satisfaction with training	5	4	3	2	1	0
5	Timely scheduling of training courses	5	4	3	2	1	0
5	Training skills of Managers and Supervisors	5	4	3	2	1	0

Indicate who is used to conduct training in your company:
(circle one response of each group listed)

		Yes	No	Does Not Apply
		2	1	0
1.	Training Department	2	1	0
2.	Human Resources Department	2	1	0
3.	Individual Supervisors and Managers	2	1	0
4.	Experienced Employees performing the same job	2	1	0
5.	Outside Trainers/Instructors	2	1	0
6.	Others (specify _____)	2	1	0

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SECTION III - TRAINING FORMATS USED

Indicate the training formats you have used: (circle one response for each format listed)

		Yes	No
		1	0
1.	On-hour training on company time	1	0
2.	Shared time (part company time/part employee time)	1	0
3.	Off-hour training on employee's time	1	0
4.	Full days back to back	1	0
5.	Half days back to back	1	0
6.	Incremental (2 to 8 hrs per week for 2 - 5 weeks)	1	0
7.	Incremental (2 to 8 hrs per week for 5 - 12 weeks)	1	0

The most preferred hours for training activities in our company are: (Rank order your responses by circling 1 through 6 - 1 being your most preferred time of day and 6 your least perferred time)

1 2 3 4 5 6	Early morning (7 a.m. to 9 a.m.)
1 2 3 4 5 6	Mid morning (9 a.m. to 12 p.m.)
1 2 3 4 5 6	Early afternoon (1 p.m. to 3 p.m.)
1 2 3 4 5 6	Late afternoon (3 p.m. to 6 p.m.)
1 2 3 4 5 6	Early evening (6 p.m. to 9 p.m.)
1 2 3 4 5 6	Late evening (9 p.m. to 12 a.m.)

Indicate which days of the week that are generally acceptable for training and those which are generally not acceptable: (circle one response for each day)

Generally Acceptable	Generally Not Acceptable	
1	0	Monday
1	0	Tuesday
1	0	Wednesday
1	0	Thursday
1	0	Friday
1	0	Saturday
1	0	Sunday

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SECTION IV - FUTURE TRAINING NEEDS

Indicate your company's level of interest for future training in the following subject areas and the employee levels involved:
(circle one response to indicate your interest and one response to indicate the level of employee for each subject area)

EMPLOYEE LEVEL

1 — Mid Managers and Above
2 — Supervisors
3 — Admin/Clerical
4 — Hourly

INTEREST LEVEL

0 — Not Interested
1 — Neutral
2 — Interested
3 — Very Interested

1	2	3	4		0	1	2	3
1	2	3	4	Selling Skills	0	1	2	3
1	2	3	4	Communications Skills	0	1	2	3
1	2	3	4	Presentations Skills	0	1	2	3
1	2	3	4	Marketing	0	1	2	3
1	2	3	4	Time Management	0	1	2	3
1	2	3	4	Writing Skills	0	1	2	3
1	2	3	4	Computer Training	0	1	2	3
1	2	3	4	Customer Service Skills	0	1	2	3
1	2	3	4	Leading Meetings	0	1	2	3
1	2	3	4	Interviewing	0	1	2	3
1	2	3	4	Employee Performance Appraisals	0	1	2	3
1	2	3	4	Disciplinary Action	0	1	2	3
1	2	3	4	Coaching and Conferencing	0	1	2	3
1	2	3	4	Supervisory Skills	0	1	2	3
1	2	3	4	Product Knowledge	0	1	2	3
1	2	3	4	Labor Relations	0	1	2	3
1	2	3	4	Stress Management	0	1	2	3
1	2	3	4	Quality Improvement	0	1	2	3
1	2	3	4	Safety	0	1	2	3
1	2	3	4	Records Management	0	1	2	3
1	2	3	4	Train-the-Trainer Skills	0	1	2	3
1	2	3	4	Business Math	0	1	2	3
1	2	3	4	Telephone Techniques	0	1	2	3
1	2	3	4	Word Processing	0	1	2	3
1	2	3	4	Data Processing	0	1	2	3
1	2	3	4	Human Relations Training	0	1	2	3
1	2	3	4	Leadership Training	0	1	2	3
1	2	3	4	Decision Making	0	1	2	3
1	2	3	4	Problem Solving Techniques	0	1	2	3
1	2	3	4	Employee Motivation	0	1	2	3
1	2	3	4	Computor Software Training	0	1	2	3
1	2	3	4	Interpersonal Relations	0	1	2	3
1	2	3	4	Assertiveness Training	0	1	2	3
1	2	3	4	Goal Setting	0	1	2	3
1	2	3	4	Business Planning	0	1	2	3
1	2	3	4	Other (specify_____)	0	1	2	3

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If you were seeking training assistance from outside the company, indicate the level of importance of the following factors in selecting outside training sources: (circle one response for each factor listed)

Does Not Apply
Very Important
Important
Neutral
Not Important

4		0	1	2	3
4	Training costs per participant per program	0	1	2	3
4	Company ownership of training materials used	0	1	2	3
4	Length of the training program	0	1	2	3
4	Ability to train during our company's preferred times	0	1	2	3
4	Applicability of courses to actual jobs in company	0	1	2	3
4	Local availability of training for fast service	0	1	2	3
4	Ability to conduct training follow up and measurement	0	1	2	3
4	Qualifications of the instructor(s)	0	1	2	3
4	Testimonials from others using the training	0	1	2	3
4	Instructor involvement in planning the program	0	1	2	3
4	Training identifies skill and learning objectives	0	1	2	3
4	Ability to provide off-site training facilities	0	1	2	3
4	Capacity to provide multiple instructors	0	1	2	3
4	Ability to train our company trainers	0	1	2	3
4	Ability to supply all training equipment/materials	0	1	2	3

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Indicate your company's level of interest in the following areas of training and education: (circle one response for each area listed)

INTEREST LEVEL

Very Interested — 3
Interested — 2
Neutral — 1
Not Interested — 0

1. Use of outside trainers/instructors to supplement current training activities.	0	1	2	3
2. Developing special courses and certification programs for your company or industry.	0	1	2	3
3. Enrolling employees in courses with employees from other companies with similar training needs.	0	1	2	3
4. Participating in joint training ventures with local colleges and educational institutions.	0	1	2	3
5. Participating in training clinics for personnel involved in training for your company.	0	1	2	3
6. Serving on a business and industry advisory committee to recommend course development needs.	0	1	2	3
7. Utilizing local college resources and facilities to supplement current company training programs.	0	1	2	3
8. Customizing training programs designed for the special needs of your company.	0	1	2	3
9. Receive college credit for company sponsored training programs and courses.	0	1	2	3
10. Utilizing outside trainers to work with in-company trainers as an instructional team.	0	1	2	3

SECTION V - ADDITIONAL COMMENTS

If you wish to make any comments concerning your company's current or future training needs, please use the space below.

_____

_____

_____

_____

_____

[Please insert survey in return envelop provided. Thank you.]

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EDUCATION & TRAINING CENTER

CONFIDENTIAL SURVEY OF BUSINESS TRAINING NEEDS AND PROGRAMS

DIRECTIONS: The information you supply on this survey document will be held in strictest confidence. All data will be used for research purposes by the Education and Training Center. Any information requested which you do not wish to provide simply should be omitted.

A final summary of the data will be prepared and made available to those companies who participate in the survey. Please circle the number corresponding to your response.

SECTION I — BACKGROUND INFORMATION

It is important to know some basic information about you and your company. Circle the most appropriate response to each question or statement as indicated.

Name and Address
(Optional)

Name _____

Title _____

Company _____

Address _____

_____

Telephone _____

City _____

State _____ Zip Code _____

Indicate your level and area of responsibility in the company.
(circle one only)

Position in the Company	Area of Responsibility
1. Senior Executive	1. General Management
2. Upper Management (Division Manager, Unit Manager)	2. Human Resources
3. Middle Management (Department Head)	3. Finance
4. Supervisor	4. Sales/Marketing
5. Other (specify)_____	5. Manufacturing
_____	6. Training
	7. Other (specify) _____
	_____

Type of Business

1. Industrial Manufacturing
2. Consumer Products Manufacturing
3. Distribution
4. Transportation
5. Retailing
6. Service
7. Other (specify)_____
_____

Number of Employees

1. 1 -25
2. 26 - 50
3. 51 - 100
4. 101 - 500
5. 501 - 1000
6. over 1000

Sales Volume

1. Under $100 thousand
2. $101 - $250 thousand
3. $251 - $999 thousand
4. $1 - $25 million
5. $26 - $50 million
6. over $50 million

Years in Business

1. Less than 2 years
2. 3 - 5 years
3. 6 - 10 years
4. 11 - 25 years
5. over 25 years

Indicate the extent of your responsibility with respect to employee training in your company:
(circle one response for each area listed)

Part of my responsibility is to:
Approve — 2
Make Recommendations — 1
Not My Concern — 0

1.	Formulate company training policies	2	1 0
2.	Plan annual training budgets	2	1 0
3.	Identify types of company training needed	2	1 0
4.	Select company personnel for training	2	1 0
5.	Select training courses to be conducted	2	1 0
6.	Select instructional staff to conduct training	2	1 0
7.	Evaluate training results	2	1 0
8.	Administer company training policies	2	1 0
9.	Evaluate individual employee training needs	2	1 0
10.	Maintain training records and reports	2	1 0

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SECTION II - CURRENT TRAINING ACTIVITIES

Considering the past three (3) years, please indicate the level of employees for which training has been conducted and the sources of training used.

Training programs have been conducted for the following types of employees:
(circle one response for each level of employee)

	Yes	No
	1	0
1. Senior Executive	1	0
2. Upper Management (Division Managers, Unit Managers)	1	0
3. Middle Management (Department Heads)	1	0
4. Supervisors	1	0
5. Administrative/Clerical	1	0
6. Hourly	1	0

The primary sources of training used are:
(circle one response for each source)

	Yes	No
	1	0
1. 4 year Colleges & Universities	1	0
2. Community Colleges	1	0
3. Vocational/Technical Schools	1	0
4. Outside Professional Seminars	1	0
5. Private Training Companies	1	0
6. In-House Training Staff	1	0
7. Current Managers/Supervisors	1	0
8. Others (specify) _____	1	0

Indicate how frequently your company has used the following training formats:
(circle one response for each format)

	Often	Sometimes	Never
	2	1	0
1. Classroom Lecture/Discussion	2	1	0
2. On The Job Training (OJT)	2	1	0
3. Audio/Visual Programs (pre-packaged)	2	1	0
4. Self Paced Learning Programs	2	1	0
5. Custom Designed Training Programs	2	1	0
6. Self Study Programs (Company Books/Manuals)	2	1	0
7. Home Study Courses	2	1	0
8. Vendor/Supplier Training Programs	2	1	0
9. Other (specify) _____	2	1	0

Indicate how frequently your company has used the following types of facilities for training:
(circle one response for each type)

	Often	Sometimes	Never
	2	1	0
1. Company Conference and Meeting Rooms	2	1	0
2. Employee Work Areas	2	1	0
3. College/Vocational School Facilities	2	1	0
4. Hotel/Motel Meeting Facilities	2	1	0
5. Corporate Office/Training Center	2	1	0
6. Conference Center/Resorts	2	1	0
7. Other (specify) _____	2	1	0

Indicate your level of satisfaction with the following aspects of your training activities: (circle one response for each aspect)

	Does Not Apply	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
	5	4	3	2	1	0
5 Annual training budget allocation	5	4	3	2	1	0
5 Training record keeping	5	4	3	2	1	0
5 Use of outside professional trainers/instructors	5	4	3	2	1	0
5 New employee orientation	5	4	3	2	1	0
5 Employee response to current training courses	5	4	3	2	1	0
5 Use of off-site training facilities	5	4	3	2	1	0
5 Use of realistic role play in training	5	4	3	2	1	0
5 Use of video tape for training and feedback	5	4	3	2	1	0
5 One the job training (OJT)	5	4	3	2	1	0
5 Identification of employee training needs	5	4	3	2	1	0
5 Time allotted for training programs	5	4	3	2	1	0
5 Use of outside courses and programs	5	4	3	2	1	0
5 Measurement of training effectiveness	5	4	3	2	1	0
5 Updating of current courses on an on-going basis	5	4	3	2	1	0
5 Tuition reimbursement policies for outside courses	5	4	3	2	1	0
5 Level of employee satisfaction with training	5	4	3	2	1	0
5 Timely scheduling of training courses	5	4	3	2	1	0
5 Training skills of Managers and Supervisors	5	4	3	2	1	0

Indicate your level of satisfaction with the following aspects of your training activities:

(circle one response for each aspect)

		Does Not Apply	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
		5	4	3	2	1	0
5	Training is adapted to specific employee needs		4	3	2	1	0
5	Programs address specific skill objectives		4	3	2	1	0
5	Availability of on-site training facilities		4	3	2	1	0
5	Quality of course training materials		4	3	2	1	0
5	Use of audio visual equipment		4	3	2	1	0
5	Use of training films		4	3	2	1	0
5	Availability of qualified trainers in the company		4	3	2	1	0
5	Use of relevant case studies		4	3	2	1	0
5	Use of course evaluations for each program		4	3	2	1	0
5	Availability of follow-up training courses		4	3	2	1	0
5	Presentation of new concepts in our industry		4	3	2	1	0
5	Use of technical training to up-date skills		4	3	2	1	0
5	Use of training to improve management skills		4	3	2	1	0
5	Evaluation of participants during training		4	3	2	1	0
5	Variety of courses/programs offered to employees		4	3	2	1	0
5	Preparation of trainees to handle their jobs		4	3	2	1	0
5	Training costs per employee trained		4	3	2	1	0
5	Support for training by top company management		4	3	2	1	0

Indicate who is used to conduct training in your company:

(circle one response for each aspect)

		Does Not Apply	No	Yes
		2	1	0
1.	Training Department	2	1	0
2.	Human Resources Department	2	1	0
3.	Individual Supervisors and Managers	2	1	0
4.	Experienced Employees performing the same job	2	1	0
5.	Outside Trainers/Instructors	2	1	0
6.	Others (specify_____)			

SECTION III - TRAINING FORMATS USED

Indicate the training formats you have used:

(circle one response for each format listed)

		No	Yes
		1	0
1.	On-hour training on company time.	1	0
2.	Shared time (part company time/part employee time)	1	0
3.	Off-hour training on employee's time.	1	0
4.	Full days back to back.	1	0
5.	Half days back to back.	1	0
6.	Incremental (2 to 8 hrs per week for 2 - 5 weeks)	1	0
7.	Incremental (2 to 8 hrs per week for 5 - 12 weeks)	1	0

SECTION IV - FUTURE TRAINING NEEDS

Indicate your company's level of interest for future training in the following subject areas and the employee levels involved:

(circle one response to indicate your interest and one response to indicate the level of employee for each area)

EMPLOYEE LEVEL					INTEREST LEVEL				
Mid Managers and Above	Supervisors	Admin/Clerical	Hourly		Very Interested	Interested	Neutral	Not Interested	
1	2	3	4		0	1	2	3	
1	2	3	4	Selling Skills	0	1	2	3	
1	2	3	4	Communications Skills	0	1	2	3	
1	2	3	4	Presentations Skills	0	1	2	3	
1	2	3	4	Marketing	0	1	2	3	
1	2	3	4	Time Management	0	1	2	3	
1	2	3	4	Writing Skills	0	1	2	3	
1	2	3	4	Computer Training	0	1	2	3	
1	2	3	4	Customer Service Skills	0	1	2	3	
1	2	3	4	Leading Meetings	0	1	2	3	
1	2	3	4	Interviewing	0	1	2	3	
1	2	3	4	Employee Performance Appraisals	0	1	2	3	
1	2	3	4	Disciplinary Action	0	1	2	3	
1	2	3	4	Coaching and Conferencing	0	1	2	3	
1	2	3	4	Supervisory Skills	0	1	2	3	
1	2	3	4	Product Knowledge	0	1	2	3	
1	2	3	4	Labor Relations	0	1	2	3	
1	2	3	4	Stress Management	0	1	2	3	
1	2	3	4	Quality Improvement	0	1	2	3	
1	2	3	4	Safety	0	1	2	3	
1	2	3	4	Records Management	0	1	2	3	
1	2	3	4	Train-the-Trainer Skills	0	1	2	3	
1	2	3	4	Business Math	0	1	2	3	
1	2	3	4	Telephone Techniques	0	1	2	3	
1	2	3	4	Word Processing	0	1	2	3	
1	2	3	4	Data Processing	0	1	2	3	
1	2	3	4	Human Relations Training	0	1	2	3	
1	2	3	4	Leadership Training	0	1	2	3	
1	2	3	4	Decision Making	0	1	2	3	
1	2	3	4	Problem Solving Techniques	0	1	2	3	
1	2	3	4	Employee Motivation	0	1	2	3	
1	2	3	4	Computer Software Training	0	1	2	3	
1	2	3	4	Interpersonal Relations	0	1	2	3	
1	2	3	4	Assertiveness Training	0	1	2	3	
1	2	3	4	Goal Setting	0	1	2	3	
1	2	3	4	Business Planning	0	1	2	3	
1	2	3	4	Other (specify _____)	0	1	2	3	

Indicate which days of the week that are generally acceptable for training and those which are generally not acceptable: (circle one response for each day)

Generally Acceptable	Generally Not Acceptable	
1	0	Monday
1	0	Tuesday
1	0	Wednesday
1	0	Thursday
1	0	Friday
1	0	Saturday
1	0	Sunday

The most preferred hours for training activities in our company are:

(Rank order your responses by circling 1 through 6 - 1 being your most preferred time of day and 6 your least preferred time)

1	2	3	4	5	6	Early morning (6 a.m. to 9 a.m.)
1	2	3	4	5	6	Mid morning (9 a.m. to 12 p.m.)
1	2	3	4	5	6	Early afternoon (1 p.m. to 3 p.m.)
1	2	3	4	5	6	Late afternoon (3 p.m. to 6 p.m.)
1	2	3	4	5	6	Early evening (6 p.m. to 9 p.m.)
1	2	3	4	5	6	Late evening (9 p.m. to 12 a.m.)

Indicate your company's level of interest in the following areas of training and education:

(circle one response for each area listed)

	INTEREST LEVEL: Not Interested	Neutral	Interested	Very Interested
1. Use of outside trainers/instructors to supplement current training activities.	0	1	2	3
2. Developing special courses and certification programs for your company or industry.	0	1	2	3
3. Enrolling employees in courses with employees from other companies with similar training needs.	0	1	2	3
4. Participating in joint training ventures with local colleges and educational institutions.	0	1	2	3
5. Participating in training clinics for personnel involved in training for your company.	0	1	2	3
6. Serving on a business and industry advisory committee to recommend course development needs.	0	1	2	3
7. Utilizing local college resources and facilities to supplement current company training programs.	0	1	2	3
8. Customized training programs designed for the special needs of your company.	0	1	2	3
9. Receive college credit for company sponsored training programs and courses.	0	1	2	3
10. Utilizing outside trainers to work with in-company trainers as an instructional team.	0	1	2	3

If you were seeking training assistance from outside the company, indicate the level of importance of the following factors in selecting outside training sources:

(circle one response for each factor listed)

		Not Important	Neutral	Important	Very Important	Does Not Apply
		0	1	2	3	4
	Training costs per participant per program	0	1	2	3	4
	Company ownership of training materials used	0	1	2	3	4
	Length of the training program	0	1	2	3	4
	Ability to train during our company's preferred times	0	1	2	3	4
	Applicability of courses to actual jobs in company	0	1	2	3	4
	Local availability of training for fast service	0	1	2	3	4
	Ability to conduct training follow up and measurement	0	1	2	3	4
	Qualifications of the instructor(s)	0	1	2	3	4
	Testimonials from others using the training	0	1	2	3	4
	Instructor involvement in planning the program	0	1	2	3	4
	Training identifies skills and learning objectives	0	1	2	3	4
	Ability to provide off-site training facilities	0	1	2	3	4
	Capacity to provide multiple instructors	0	1	2	3	4
	Ability to train our company trainers	0	1	2	3	4
	Ability to supply all training equipment/materials	0	1	2	3	4

SECTION V - ADDITIONAL COMMENTS

If you wish to make any comments concerning your company's current or future training needs, please use the space below.

_____

_____

_____

_____

_____

(Please insert survey in return envelope provided. Thank you.)